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Guidance in Montana: Ideas That Work

by Sherry Jones
Christa McAuliffe Fellow
Montana 1991

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GUIDANCE IN MONTANA IDEAS THAT WORK

*by Sherry Jones
Christa McAuliffe Fellow
Montana 1991*

MONTANA OFFICE OF PUBLIC INSTRUCTION:

*Nancy Keenan
State Superintendent*

1992

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State Capitol
Helena, Montana 59620

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FOREWORD

Guidance In Montana: Ideas That Work was made possible by financial support from the Christa McAuliffe Educational Fellowship of the United States Department of Education, the Montana Office of Public Instruction, and Polson School District #23.

The Christa McAuliffe Educational Fellowship was established in honor of Christa McAuliffe to "improve the knowledge and skills of teachers and the education of students." Christa was described as an ordinary woman with an extraordinary mission. She was a high school social studies teacher whose belief "I touch the future; I teach" touched the hearts of everyone in education. She lived her personal philosophy: "Individuals can make a difference."

My hope is that this document will continue to make Christa's dream come true. *Guidance In Montana: Ideas That Work*, in conjunction with our professionally trained school counselors, can touch the lives of every student in Montana and MAKE A DIFFERENCE!

ACKNOWLEDGMENTS

The task of preparing, compiling and publishing this document could not have been accomplished without the invaluable efforts of many individuals. Special thanks and appreciation are extended to:

Montana school counselors - for sharing your ideas, your successes, and your programs that work.

The Montana Office of Public Instruction, specifically Judith Birch, Guidance Specialist - for leadership, technical assistance, and commitment to the publication of this document.

The Polson School District staff, administrators and school board - for support, encouragement and financial commitment toward my sabbatical.

Montana's youth - for without you there would not have been inspiration for this project!

Judie Woodhouse, English teacher, friend and editor - for her direction, suggestions and endless enthusiasm.

Mac Swan, English teacher and 1987 Christa McAuliffe Fellow - for paving the way and offering his insight and ideas.

Liz Lair and Pat Johnson, friends and typists - for their patience, expertise and personal sacrifices.

Ken Card, Counselor Educator and friend - who was my mentor in the initial stages of my professional work and who, by example and inspiration, gave me the confidence and skills to strike forth in my professional endeavors. Unknowingly, he has impacted a lifetime of my professional work.

My husband, family, and friends - for their patience, support and belief that I could, in fact, complete this project.

I am indebted to the Christa McAuliffe Fellowship Program for providing educational fellowships and to the Montana Board of Public Education for selecting my project as the 1991 recipient.

INTRODUCTION

Montana is a state of unparalleled splendor, open spaces and vast ruralness. But therein lies our challenge. Montana may be rural, but it is not isolated from the growing number of young people at risk due to substance abuse, divorce, dysfunctional families and economic instability.

As a high school counselor, a typical student load may include: Andrea, a 9th grade bulimic, is fighting desperately to be thin, beautiful and accepted; Cynthia, sexually abused by her father from ages 9 through 12, has told her "secret" this year and feels it was her fault; Jonathan, a teenage alcoholic, having completed treatment, is attempting to stay sober; Rickie, failing five out of six classes, simply states he doesn't care; Kelly has frequent thoughts of suicide and has made two previous attempts; Tom, a learning disabled student, feels worthless for not living up to his parents' expectations or his brothers' past achievements; Tamara, pregnant at 15, must decide the fate of two lives; and Suzanne who wishes she could be anyone other than who she is. And the list goes on. The names and faces may change, but these and similar problems exist in every community across Montana, however rural or large they may be.

How do we, as counselors, reach these students, touch their lives and make a difference?

We start by providing trained counselors who are available to students; we teach social and personal development skills; and we deal with problems before they become so momentous. This is possible through developmentally planned guidance programs.

The Montana Board of Public Education recognized this when they supported the requirements in 1994 for elementary counselors. The Montana Accreditation Standards also require that local districts develop guidance curriculums. Never before have schools been required to hire elementary counselors nor have they been required to develop written curriculum within a specified time.

I wholeheartedly endorse the standards. I know what it is like to be on the "frontline" attempting to put out the fires, but never reaching the source. I know that all Montana students deserve to benefit from a developmentally planned K-12 guidance program.

In a planned guidance curriculum that started in the elementary grades, Cynthia, the sexually abused child, could have learned skills for personal safety, a belief in her personal rights and how to ask for help; Andrea could have learned social skills addressed primarily at confidence building, how to express feelings, conflict resolution and skills for

communicating with parents and peers; Rickie could have been targeted for an early intervention support program for low-achieving elementary students (a program that uses cross-age tutoring, attendance monitoring, support groups for high-risk kids and family outreach). This is only a sampling of the possibilities that could exist in a developmentally planned, comprehensive K-12 guidance curriculum.

The need is legitimized but much was left to be done. Within the immense vastness of our state there existed a void in guidance resources for program development. Too often we work in isolation within our respective buildings or communities, pedaling as fast as we can with little time to reflect on what needs to be done. Whether we are new or seasoned counselors, we continually need fresh and innovative ideas to meet the changing needs of students. This doesn't imply that exceptional programs are not currently in place in Montana. There are many. We simply have lacked a statewide vehicle to share our ideas, our successes our programs that work; thus, the inspiration for this project.

As the recipient of Montana's 1991 Christa McAuliffe Fellowship, I have researched, compiled and published this document *Guidance In Montana: Ideas That Work*. This publication is a collection of activities and model programs written by, and for, school counselors.

During the fall of 1991, I surveyed all Montana school counselors with a request to share their ideas, their successes and their programs that work. Many did! You will find their suggestions within this publication. In addition, I:

- visited a sampling of guidance programs in Montana and sought input for existing practices and innovative ideas.
- researched current professional literature to identify curriculum ideas targeted at high-risk populations.
- contacted every state department of education to request curriculum materials published through their departments or professional organizations.
- contacted exemplary guidance programs identified through state departments of education and the American School Counselors Association.
- reviewed, analyzed and catalogued select guidance media and curriculum materials. I asked Montana school counselors to identify those resources they found helpful in their professional work. Consequently, within this document you will find the Counselor's Bookshelf.

In the end I had collected, compiled and amassed an enormous amount of research that could take a lifetime to transpose into my lofty goals. Thus, the work began sorting through the research, selecting those ideas that met the intent of this publication, and ending up with the collection you have before you.

There came a time when I realized that this project would never be done! It was dynamic in nature--ever growing, ever changing. Someday, I would simply have to package the document and send it to the printers. That day has come!

Forgive me if some of your favorite resources or ideas were not included in this document. It was not intentional. I did my best within the time frame available. The good news is there are wonderful things happening in the name of guidance across our state. It was a rewarding year, visiting schools and colleagues in Montana. I have gained far more personally and professionally than this document can begin to capture. I am appreciative of the receptive response received from individuals, districts, and projects, and their generous offering of materials they had published or compiled. Finally, to all Montana counselors, thank you for your support, your professionalism, and your efforts on behalf of Montana youth.

YOU MAKE A DIFFERENCE!

USING THE DOCUMENT

Guidance In Montana: Ideas That Work is a collection of curriculum activities and model programs written by, and for, school counselors. The document is intended as a collection of resources for you to "pick and choose," those that meet your needs and style. It was not assumed that you would use the activities, units or groups precisely as they were written. You will need to individualize them to your style, the needs of your student population, and your personal philosophy.

This project recognizes the "busy lives" of counselors by making guidance activities more readily available to you. As districts incorporate elementary counselors into their schools and as they develop comprehensive K-12 guidance curriculums, may this document serve as a resource to you. Within the document you will find innovative ideas to meet the ever changing needs of students; you will find new angles and twists to old ideas; and you will find "tried and true" ideas that have worked for decades.

ORGANIZATIONAL FRAMEWORK

The organization of this document was purposely planned to correlate with, and serve as a companion to, the Montana Office of Public Instruction document *Guidance In Montana: Guidelines for Program Development K-12*.

Guidelines For Program Development K-12 presents a process and framework for establishing a comprehensive guidance program. The process helps schools develop guidance curriculums with a developmental scope and sequence.

Ideas That Work presents a collection of activities, units, groups and special programs to help districts implement their planned curriculums through appropriate strategies across all grade levels.

SECTION

Guidance In Montana: Ideas That Work is organized into six sections:

ELEMENTARY	Grades K-5
MIDDLE SCHOOL	Grades 6-8
HIGH SCHOOL	Grades 9-12
SPECIAL PROGRAMS	Grades K-12
SYSTEM SUPPORT	Grades K-12
RESOURCES	Grade K-12

Be aware that there is a great deal of overlap between the ages within each category. Some activities may have originally been developed for a specific grade level but could easily be adapted to work with other levels. For example, if you are a middle school counselor, you are encouraged to look beyond the middle school section. Many ideas within the elementary or high school section may be appropriate as well.

CATEGORIES

The Elementary, Middle School and High School Sections are further divided into three categories:

ACTIVITIES: These are guidance activities that have been developed for individual, small group or classroom use.

UNITS: Units are a compilation of activities intended to meet specific goals for small group or classroom use.

GROUPS: Each group outlines a session-by-session format for the implementation of support groups within a guidance program.

GOALS

The activities, units and groups, within each category, are organized by goals. The goals are not definitive, but serve as a way to organize the materials and make them more useable to you. The categories are organized within five goals:

UNDERSTANDING SELF AND OTHERS - To help students develop an understanding and appreciation of self and others.

FEELINGS AND BEHAVIOR - To help students become self-directive and responsible for one's own behavior and to help students understand the importance of healthy lifestyle.

INTERPERSONAL SKILLS - To help students develop effective interpersonal skills and to help students develop skills in resolving conflicts with peers and adults.

SCHOOL SUCCESS - To help students adjust and find success in the school environment, to help students understand the relationship between school and future work, and to help students develop the skills for decision making as it applies to personal and career goals.

CAREER PLANNING - To help students make appropriate educational choices based on their interests, abilities to present and future educational, work and leisure pursuits, and to help students explore, evaluate and pursue post-secondary options.

FORMAT

The format for presenting the Activities, Units and Groups includes:

CONTENT AREA: Each entry was identified according to the appropriate content area of Personal, Social, Educational and Career.

GOAL: The entries were organized around five goals - Understanding Self and Others, Feelings and Behavior, Interpersonal Skills, School Success, and Career Planning.

APPLICATION: The application further defines the entries by Purpose, Grade Level, Group Size, Time, Space Required, and Material Needed.

SUMMARY: A brief summary of the entry is given and when appropriate, attachments and handouts may be found following the entry.

SOURCE: The individual(s), district, or publication source is identified under this category.

Whenever copyrighted materials were submitted, permission was obtained and credit given to the ultimate authorship. However, the ultimate authorship of some activities/ideas could not be traced or verified. As in my own personal case, I have submitted ideas that I have used, adapted and perfected to my needs. The original authorship has long since been forgotten. The intent was never to purposefully take credit for someone else's work. Whenever possible, I pursued the original authorship. Unfortunately, some were not verifiable.

DELIVERY METHOD: Each entry has been defined by a suggested delivery method: Guidance Curriculum, Individual Planning, Responsive Services, and Systems Support. These delivery methods are explained in *Guidance In Montana: Guidelines for Program Development K-12*.

SPECIAL PROGRAM SECTION

The SYSTEM SUPPORT SECTION includes ideas for program management and evaluation.

RESOURCE SECTION

The Counselor's Bookshelf: Resources for School Counselors K-12 represents a compilation of "favorite" resources that were currently being used by Montana school counselors at the time this document was published.

ELEMENTARY SECTION

GRADES K-5

Activities	Pages 11 - 131
Units	Pages 132 - 163
Groups	Pages 164 - 182

MARNY FINDS A FRIEND

(HER SCHOOL COUNSELOR)

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To introduce the counselor and his/her role to the students.

GRADE LEVEL: K-6

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *Marny Finds A Friend: Her School Counselor* by Mark Salo
(Available from Potential Publishing, 725 Painted Canyon Drive, Bozeman, MT. 59715.)

SUMMARY:

This is a delightful introductory story and discussion guide on the role of the elementary and middle school counselor. Marny, an elementary student, is having a "miserable day" at school. Luckily she is intercepted by the understanding building principal and introduced to Mr. McPoole, the school counselor. During their visit, Marny learns that by talking about concerns with an understanding listener, she feels much better about herself and her circumstances. The counselor's role is explained in a non-threatening, realistic manner. (Example below).

A discussion guide is included with the book that helps to clarify the counselor's role and allows for easy adaptation for individual roles and needs.

SOURCE:

Mark Salo
School Counselor
Chief Joseph Middle School
309 No. 11th Ave.
Bozeman, MT. 59715

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

"Counselors can't "fix things" as if nothing happened or save you from all of the problems you're trapped in. What they can do is listen and help you explore how you're thinking, how you feel, and a little bit more. They'll support you and guide you when you're feeling beat, then they'll watch as you help yourself back on your feet!"



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INTRODUCING THE COUNSELOR

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To introduce the counselor and his/her role to the students.

GRADE LEVEL: K-5

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Brown grocery bag with "Counselor's Bag" written on it, and several cards with counselor's job tasks written on them (explained below).

SUMMARY:

The purpose of this activity is to creatively introduce the counselor to students and to explain the counselor's role at the same time. Before the activity you will need to write your job tasks on individual cards that will fit in a brown grocery bag. With a magic marker write "Counselor's Bag" on the brown bag. The following are suggested jobs that can be put on to the cards:

1. Helps students to communicate better with one another.
2. Helps students feel good about themselves.
3. Helps students to work out personal problems they might have.
4. Helps teachers in the classroom.
5. Leads classroom discussions with students.
6. Helps families work on problems.
7. Helps students get along better with other people.

ACTIVITY: The counselor brings their "Counselor's Bag" into the classroom. Introduces themselves and shows the students their "bag." The counselor explains that often one word, such as bag, can have more than one meaning, and that in popular language "bag" can also mean one's task or job.

The counselor might continue in this way: "One of the jobs in the counselor's bag is helping students communicate better with one another. So I'd like you to participate with me in an experiment about talking with one another." The counselor then tells a student: "I am going to whisper a sentence in your ear and you will whisper it into the ear of the person sitting behind you and so on through the whole class." Before starting this the counselor asks how many people think the same sentence whispered in the first child's ear will be what is whispered in the last child's ear. Usually one-half of the class does. The counselor says, "Let's see what happens." Rarely does the sentence make it through the whispering cycle without distortion. The counselor then uses the distortion as an example of how it is often more difficult to communicate with others than we think.

The counselor continues by saying, "Let's find out what other jobs are in the counselor's bag." Volunteers pull a card out of the bag and reads it to the class (with assistance from the counselor, if necessary). The counselor repeats the sentence and makes a few comments about the job. Statements of counselor functions can be adapted to the age group. The counselor might also emphasize the right of children to feel good about themselves and that it is normal to have problems and concerns while going through life. The counselor might end the meeting with the same whispering game played earlier, using "Thanks alot for your time" as the whispered sentence.

SOURCE:

Elementary Developmental
Guidance Plan
Orange Co. Public Schools
445 West Amelia Street
Orlando, Fl. 32802-0271

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

TELL-TALE INITIALS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To provide an introductory activity as a means to get to know students.

GRADE LEVEL: 3-6

GROUP SIZE: Class

TIME: 40 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Chalk board or flip chart, tag board and markers.

SUMMARY:

Introduce the idea that each student will have the opportunity to share something unique and special about themselves with their classmates. Using yourself as an example say:

"My name is Jacque Farnsworth. I am the elementary counselor.....At this point you don't know much about me or how I feel about myself! So....I will add descriptive words to each of my names. This will give you a clue about me and how I see myself."

Again using yourself as an example say: "I introduce to you.....Jazzy Jacque, Funky Farnsworth."

Explain to students that descriptive words are called adjectives and adverbs. Ask the class for examples. As students respond, encourage them to use positive descriptive words. (Students may often include the name of a personal hero with their name, which is OK.)

Divide the class into pairs. Pairing speeds up the activity and produces a greater variety of descriptive words. Ask the students to write their initials on a piece of paper. Next to each initial of their names, they are to write a descriptive word that starts with the same letter of the alphabet.

Once the activity is completed, each student introduces themselves to the group. The counselor records the descriptive names on a large tag board that is displayed in the classroom or hallway. Students love this activity and continue to call each other by their "new names" for weeks afterward.

This idea was adapted from: Williams, Mary Young. *R.A.P. Resources for an Advisory Program*, Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA. 94303.

SOURCE:

Jacque Farnsworth
Elementary Counselor
Polson School Dist. #23
111 4th Ave. East
Polson, MT. 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SELF-AWARENESS BOOKLET

ACTIVITY

CONTENT AREA: PERSONAL-SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To give students a greater awareness and respect for self.

GRADE LEVEL: K-3

GROUP SIZE: Class or small group

TIME: 3-4 sessions, 30 min. each

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated pages, construction paper for cover, crayons or markers

SUMMARY:

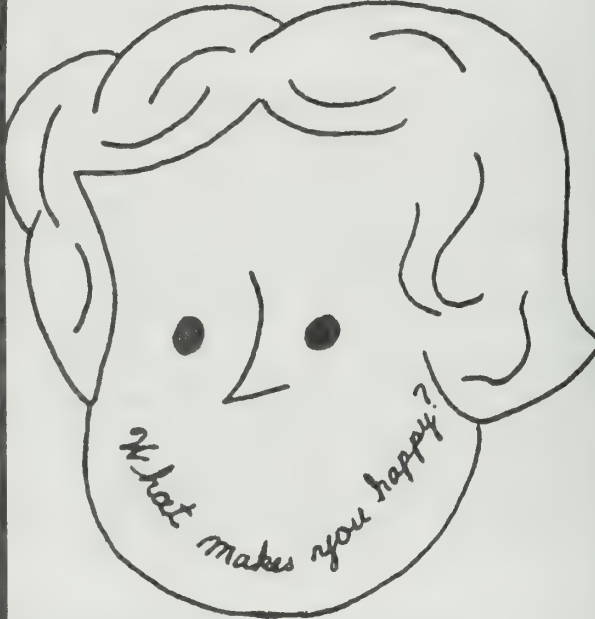
Prepare Self-Awareness booklets for each child from the following examples. Introduce and explain each page to the students. Allow the students to work independently. Provide time for sharing and discussion after each page.

SOURCE:

Susie Samuelson
Elementary Counselor
P.O. Box 1008
Emporia, Kansas

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

<p>My name is _____</p> <p>My grade is _____</p> <p>My age is _____</p> <p>My favorite book is _____</p> <p>My favorite TV show is _____</p> <p>My favorite sport is _____</p> <p>My favorite game is _____</p> <p>My favorite food is _____</p> <p>My favorite subject is _____</p> <p>The people in my family are</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p> <p>_____</p>
--	---

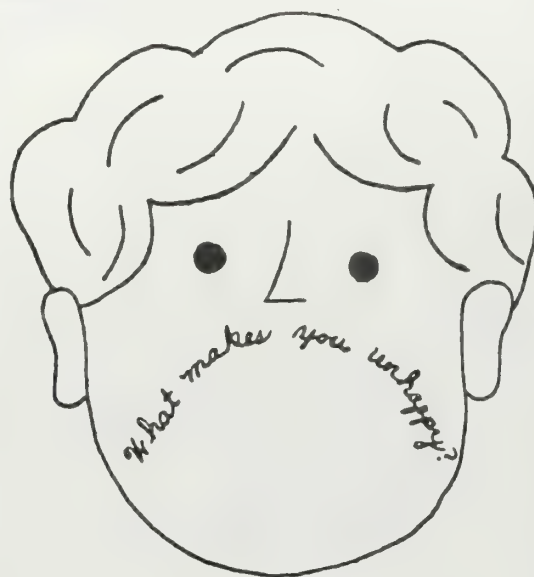
I like to taste _____

I like to feel _____

I like to hear _____

I like to see _____

I like to smell _____



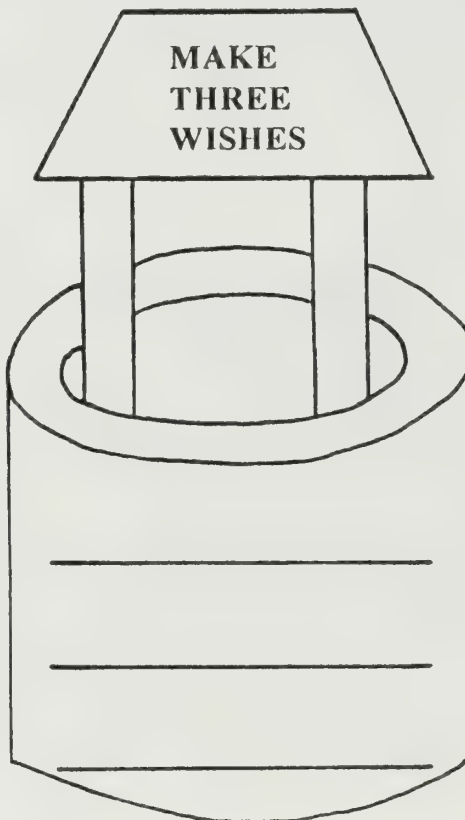
PEOPLE

I

ADMIRE



MAKE
THREE
WISHES



ME DOLL CIRCLE

ACTIVITY

CONTENT AREA: PERSONAL-SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To give students a greater awareness and respect for self.

GRADE LEVEL: K-3

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Me Doll

SUMMARY:

The Me Doll wears unisex clothing and has a mirror for a face. The students sit in a circle with the counselor. The counselor introduces the Me Doll and asks each student to hold the Me Doll and look into the mirror before passing it around the circle. Next the students are asked to pass the Me Doll around again this time looking into the mirror and saying something silently to the person they see. The comment must be positive. Finally, the mirror is passed around for the third time. The students are instructed to look into the mirror and say something kind and loving to the person they see. The counselor should model each activity for the students, after the instructions are given.

This activity can easily be adapted for classroom, small group or individual counseling.

SOURCE:

John Eddy
Elementary School Counselor
P.O. Box 1059
Chinook, MT. 59523

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

GUESS WHO?

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students appreciate their similarities and differences.

GRADE LEVEL: 5-6

GROUP SIZE: Class or small group

TIME: 45 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Construction or duplicator paper, markers, and crayons.

SUMMARY:

Students are given a piece of construction paper and instructed to fold it so they would have four boxes.

1	2
3	4

Students were then instructed to illustrate the following in the boxes.

Box 1 -- Something I do well

Box 2 -- Something I would like to be able to do better

Box 3 -- My favorite place

Box 4 -- When I grow up I would like to _____.

An element of secrecy was added by discussing what we were going to do with these papers. The students all guessed that we might find different illustrations on different student's papers, as well as, some similarities. When the students were told that the papers were to be shared and the class would try to identify each individual by the things he had drawn on his paper. Names were written very inconspicuously on the back of the drawings. The students really loved the detective aspect of this activity. The teacher or counselor held up the papers and told about the pictures. The students guessed who they belonged to.

For each picture we tried to decide which of the four illustrations gave the identifying clue. The students began to summarize by noting that many papers had similar things, but each paper had at least one unique illustration.

SOURCE:

Betty Sandridge
Roanoke Co. Public Schools
526 College Avenue
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

PEOPLE TAGS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students appreciate their similarities and differences.

GRADE LEVEL: 4-6

GROUP SIZE: Class or small group

TIME: 30-45 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Three tags for each student (1 beige, 1 orange, 1 green---each measuring 3 inches in diameter). Tags can be cut from tag board and punched for stringing. Pens, magic markers, string or yarn, and timer.

SUMMARY:

Discuss what purpose dog tags serve both for pets and for service personnel. Stress that they identify the individual wearing them. Tell the students that they are going to make "People Tags" to identify who they are. Group the students in triads and give them the following directions.

1. Use the beige tag to tell **WHO I AM**. Each group will help their individual members complete the tags by giving them suggestions--about their personality, looks, likes and dislikes. Give the groups a total of 6 minutes to complete the task--2 minutes per member.
2. Use the green tag to tell **HOW I AM ALIKE**. Each groups completes their green tags after deciding how everyone in their group is alike--looks, values, feelings, family, likes and dislikes.
3. Use the orange tag to tell **HOW I AM DIFFERENT**. The group follows the instructions for step 2, this time looking for ways in which triad members are all different.

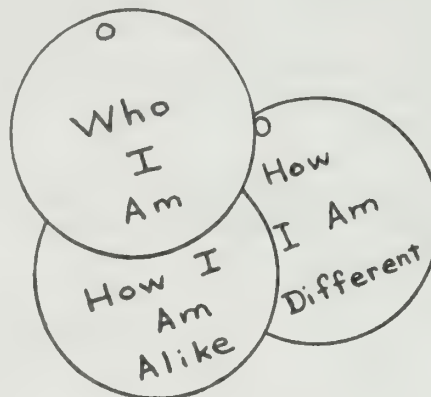
As students string their tags for wearing, discuss how step 1 could be accomplished alone, while in steps 2 and 3 it took the group working together. Ask the students to complete the sentence "What I learned from this activity."

SOURCE:

Kathleen Nininger
Roanoke Co. Public Schools
526 College Avenue
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



HAPPINESS FLOWERS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To give students a greater awareness and respect for self.

GRADE LEVEL: 2-5

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Assorted colors of construction paper (i.e., yellow, black, green), scissors, crayons or markers, and flower pattern.

SUMMARY:

Instruct your students to do the following:

1. Trace around the circle pattern on yellow construction paper. Cut it out.
2. Trace around the petal seven times on paper of another color. Cut them out.
3. Write your name on one petal.
4. On each of the remaining six petals, draw or write about something that makes you happy. This may include something you like to do, someone you like to be with, places you like to be, etc.
5. Make the yellow center of your flower look like a face. Add eyes, a nose, and a mouth using felt pens or paper scraps. Cut eyelashes from black construction paper and glue them on. Make cheeks by drawing round balls with a pink crayon or chalk.
6. Paste each petal to the circle.
7. Make leaves and a stem from green construction paper. Paste them in place.
8. Tack your flower to the Happiness Flower bulletin board.

Students are given the opportunity to share their happiness flower with their class as they tack them to the bulletin board.

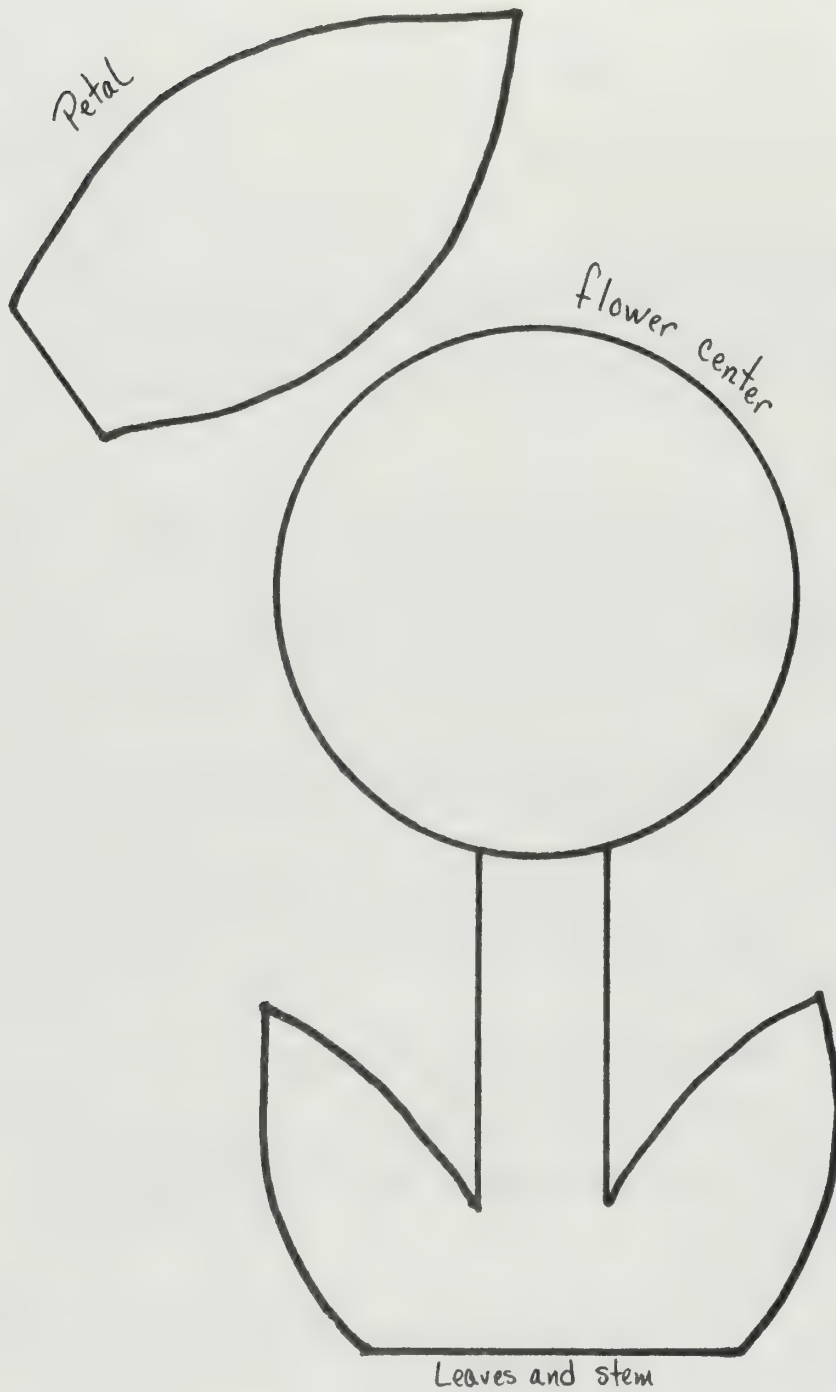
SOURCE:

Caring and Sharing :Part I
State of South Dakota
Department of Education and
Cultural Affairs
700 Governors Drive
Pierre, SD 57501-2291

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
Responsive Services
System Support

HAPPINESS FLOWERS



POSITIVE BALLOONS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To enhance students self-esteem.

GRADE LEVEL: 2-6

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Balloons (one for every student), string, and markers.

SUMMARY:

Introduce the activity by talking about how important it is to communicate our positive feelings to others.

Example questions: How does it feel when someone says something nice to us? How does it feel when you say something nice to someone else?

Ask each student to come to the front of the class, one at a time. Each time ask his/her classmates to name several positive things about the individual. Ask another student or the teacher to record the list for each individual student. These can be both inner or outer qualities the person possesses.

After this activity is completed for every student and the teacher, give each individual their list, a balloon, and a marker. The students and teacher blow up their balloon and write their name on them. Then they select as many positive things from their list as they would like and write these on their balloon. Strings are attached to the balloons and hung in one or two locations around the classroom.

SOURCE:

Adapted from Good Apple Activity

Book available from:

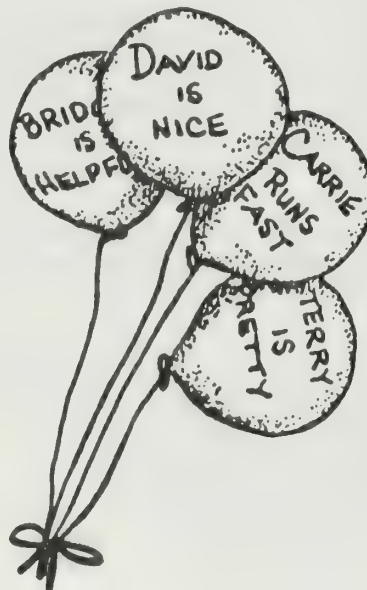
Good Apple, Inc.

Box 299

Carthage, IL 62321

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



SELF ESTEEM

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help enhance students' self-esteem.

GRADE LEVEL: 2-4

GROUP SIZE: Class

TIME: 20 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: White paper for students, pencils, crayons, and markers.

SUMMARY:

ACTIVITY: "I CAN, I CAN'T " POEM

Ask students to: Write a poem about things you can and can't do. First, write a line about what you can do. Then write another line about what you can't do. Keep on going until you have finished your poem. It can be as long or as short as you want it to be. Here is an example of I CAN, I CAN'T POEM:

I CAN stand on my head, but

I CAN'T stand on my finger.

I CAN fly a kite, but

I CAN'T fly an airplane.

I CAN do a somersault and then jump over an ant, but

I CAN'T do a somersault and then jump over the moon.

From: The Lollipop Dragon - Adventures in Self-Awareness - The Me I Can Be!

ACTIVITY: "THEN AND NOW"

Have students bring two pictures of themselves to school -- one picture of when they were a baby and a recent photograph. Place the pictures on a large sheet of paper(the baby picture on the far left and the recent picture on the far right) and label them: "This was then" and "This is now". Draw a line between the pictures. Tell the students to write down things they have learned and date each item. This is a variation of a "Life Line". You may want to brainstorm some initial ideas for the students to get started. Example: Learned to talk, walk, jump rope, ride a bike, read, etc.

Once the "Then and Now" activity is completed, display the students' work on a bulletin board or somewhere in the classroom. If time permits, ask each student to share two or three things that they are most proud of with the class.

SOURCE:

Elementary Guidance and
Counseling Curriculum
Appleton Area School Counselors
P.O. Box 2019
Appleton, WI 54913-2019

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

MANNERS AND SELF-ESTEEM

ACTIVITY

CONTENT AREA: PERSONAL-SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students develop a positive self-esteem by using appropriate manners.

GRADE LEVEL: K-2

GROUP SIZE: Class

TIME: 4 session, 30 minutes each

SPACE REQUIRED: Classroom

MATERIALS NEEDED "Thingamajig Book of Manners"- Ideal Publishers, any hand puppet, paper sacks, and pattern for paper sack puppet.

SUMMARY:

Session 1: Counselor reads "Thingamajig Book of Manners" and leads a discussion with students using the hand puppet.

Session 2 & 3: Students make paper sack puppets and discuss how polite puppets will act to show good manners.

Session 4: Student and puppet act out situations assigned by counselor.

SOURCE:

Juanita Riley
School Counselor K-5
Hardin Elem. School
Hardin, MT. 59034

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

PATS ON THE BACK

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To enhance students self-esteem.

GRADE LEVEL: 3-5

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: "Looking Through the Eyes of Others" worksheet taken from p.5 of the Good Apple Book entitled *Communicating*, hand patterns (approx. 12" long), construction paper, paste, crayons, and scissors.

SUMMARY:

This could be a closing activity for a self-esteem or communication unit.

STEP 1--Prior to this closing activity, the worksheet from the Good Apple Book is distributed to the students and explained. The students ask one "close friend" to fill in the friend section of the worksheet during class time. The students take the worksheet home, along with a note, asking their parent(s) to fill out his/her part. The students return their worksheets to their teacher, and the teacher completes their section.

STEP 2--Each student traces a hand pattern and cuts it out.

STEP 3--Cut the strips from the worksheet and fold each one into thirds. Each of these are then pasted on the hand. Paste the center section only, so you can open the paper and read the message. Students put their names and classroom on the hands and decorate them any other way they choose.

STEP 4--The activity is ended with a discussion about warm fuzzies and how it feels when others communicate good feelings to us. We also discuss the importance of telling others how we feel about them. The hands are put on a bulletin board entitled "Pats on the Back."

If you do not have the workbook from Good Apple, you can ask the parents in the note of explanation to write a short note to their child communicating at least two things they especially like about him or her. Ask the teacher to do the same for each child in the classroom. This will replace the slips on the worksheet.

Classroom teachers could follow this lesson with some writing activities in which the students write thank-yous to their parents.

SOURCE:

Lana Allen
Laverhill Elem. School
MSD of SW Allen County
4625 Weatherside Run
Fort Wayne, IN 46804

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

ME--A VIEW OF MYSELF

ACTIVITY

CONTENT AREA: PERSONAL-SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To increase body awareness and self-identity.

GRADE LEVEL: K-5

GROUP SIZE: Class or small group

TIME: 30 minutes per activity

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Crayons, coat hanger, string, large roll of art paper, construction paper, and magic markers.

SUMMARY:

ME MOBILE--Students trace their hands and feet and draw their own faces. These could be attached to a coat hanger by strings to make a "Me Mobile".

LIFE-SIZE PAPER DOLLS--Students may trace each other on large sheets of art paper. One student lies flat on the paper while another student traces around him with a magic marker. The student may then draw in their own features/clothing and color them.

CELEBRITY OF THE WEEK--A different student could be traced and cut out for each week. That student is the celebrity of the week and has his body outline placed on the bulletin board. Each student in the class then tells things they like about the celebrity and the teacher or counselor writes them on the body tracing for the student. At the end of the week the student takes the tracing home.

STAR OF THE WEEK--Each student in the class gets to be a "Star of the Week". The student brings a picture of himself to place on the star bulletin board. During the week the classmates write positive messages to the star and pin them on the bulletin board. At the end of the week the student takes the messages home.

SELF COLLAGE--Through films, stories or group discussion, show how each person is special. Have students point out the different qualities, attitudes, talents, habits and feelings that make up the total picture of a person.

Divide the students into pairs or trios. Tell them to create a collage of themselves using paper, magazines, books, scissors, etc. Explain that they are to cut out an assortment of pictures, words, phrases, symbols, etc., which reflect their talents, leisure activities, and favorite things. The students paste the pictures and words in a creative way on their large paper.

When the collages are completed, have the students present them to the entire class. As each student tells about his collage, have the other members of the group write down something new that they learned about the speaker.

SOURCE:

Roanoke Co. Counselors
Roanoke Co. Public Schools
526 College Avenue
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

FLY HIGH KITES

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students appreciate their uniqueness.

GRADE LEVEL: K-2

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Construction paper diamonds (1 per student), construction paper tails (3 per student), yarn (1 ft. per student), glue, crayons or colored pencils.

SUMMARY:

Introduction: Ask the class the following questions: "How many of you have ever flown a kite?" "How do you feel when you are flying a kite?" "Today we are going to make kites which help us to feel good about ourselves!"

Write the word "unique" on the chalkboard. Discuss what it means.

Give students one diamond and three tails for their kite. Ask the students to draw (and/or write) something which makes them unique and special on the diamond. On each tail, ask the students to draw or write about:

1. Something which is special about my family.
2. Something which is unique about a good friend.
3. Something which is special about my teacher.

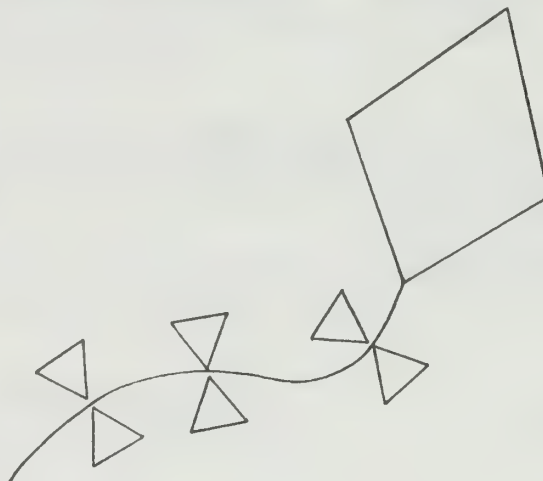
Have students glue their kites, string and tails in place. If there is time, allow students to present and explain their kite to the class. Hang kites from the ceiling, around the classroom, or on the front of the students' lockers.

SOURCE:

Elementary Guidance and
Counseling Curriculum
Appleton Area School District
P.O. Box 2019
Appleton, WI 54913-2019

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



PUTTING IT ALL TOGETHER

ACTIVITY

CONTENT AREA: PERSONAL-SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students understand and appreciate differences between themselves and others.

GRADE LEVEL: 2-6

GROUP SIZE: Class

TIME: 40 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Paper, paste, envelopes and scissors.

SUMMARY:

Create a puzzle on a white sheet of paper as illustrated below. Make a copy of the puzzle for each student in the class and proceed as follows:

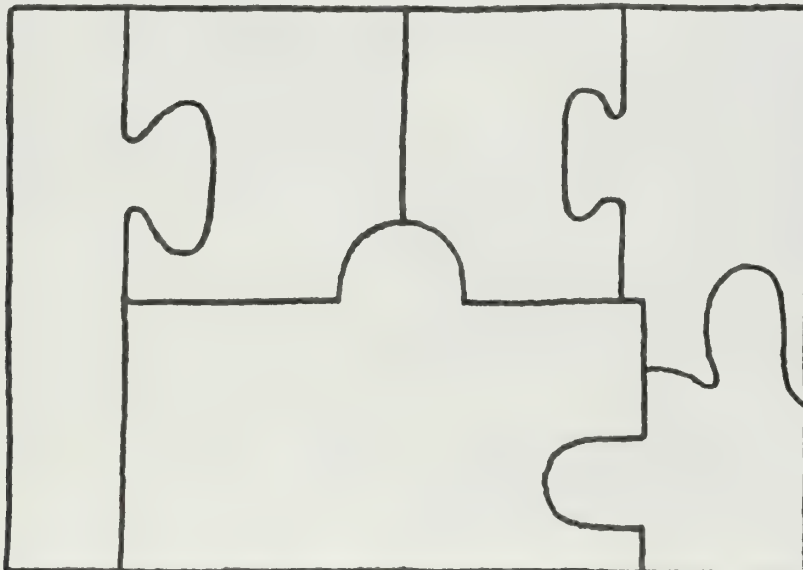
1. Ask the students to write and draw six things that are special about themselves in the puzzle pieces.
2. Students paste the puzzle on heavy paper, cut the puzzle pieces apart, and place the puzzle pieces in the envelope provided.
3. The counselor collects the envelopes and redistributes them to students in the class.
4. Each student puts together the puzzle they received, trying to guess which of their classmates is described in the puzzle.
5. After completing the puzzle, the student then shares with the class what the puzzle says about the student.

SOURCE:

Alan H. Kratz
School Counselor K-12
Heart Butte Sch. Dist. #1
P.O. Box 59
Heart Butte, MT. 59448

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



RELAXATION TECHNIQUES

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To increase the student's sense of awareness and personal power.

GRADE LEVEL: K-4

GROUP SIZE: Class

TIME: 5-10 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *Taming Your Dragons* by Martha Belknap (Available from: D.O.K. Publishers, P.O. Box 1099, Buffalo, NY. 14224).

SUMMARY:

Relaxation techniques are used successfully with classroom guidance activities and groups. Stretching, breathing, visualizing and focusing are effective tools for group interaction. Each guidance activity is preceded with a relaxation activity and supportive self-talk. This counselor has found a great deal of success with these techniques and recommends the following resources:

The Centering Book - Awareness Activities by Gay Hendricks and Russel Wills - Available from Prentice Hall Press.

Taming Your Dragons by Martha Belknap - Available from D.O.K. Publishers, P.O. Box 1099, Buffalo, NY 14224.

SOURCE:

Nancy Linton
Elementary Counselor
K. William Harvey Elementary
Drawer R
Ronan, MT. 59864

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

MILKSHAKE

Purpose: Relax your whole body

Stand with your feet comfortably apart.

Think about your favorite milkshake.

Imagine that you are a kitchen blender.

Pretend you have a cup of milk in one hand.

Pour it into the opening at the top of your head.

Now with the other hand add a little vanilla.

Put in some slices of your favorite fruit.

Add a scoop of cold ice cream.

What else would you like to add to your milkshake?

Now take two fingers of one hand and plug the electric cord into the wall.

Take the thumb of your other hand and press your belly button on.

Now SHAKE!

Feel all the ingredients blending together.

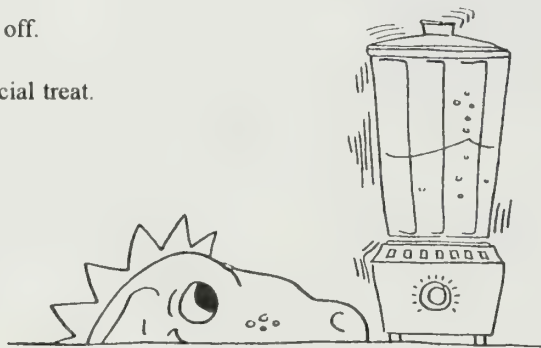
Shake yourself very well until everything is smooth and creamy.

Make the sound of a whirling blender.

When the milkshake is ready, turn the motor off.

Imagine taking a long cool drink of your special treat.

Offer to share some with a friend.



Reprinted by Permission
Taming Your Dragon by Martha Belknap
D.O.K. Publishers, P.O. Box 1099, Buffalo, NY. 14224

POSITIVE ME TREE

ACTIVITY

CONTENT AREA: PERSONAL-SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students identify positive behaviors they can use to get positive attention.

GRADE LEVEL: 2-4

GROUP SIZE: Class or small group

TIME: 20 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Positive Me Tree, leaf for each student.

SUMMARY:

1. Make a Positive Me Tree bulletin board based on the illustration below. The tree should be approximately 3 feet tall.
2. Define positive attention to the class as words or actions that make us feel good about ourselves.
3. Ask the students to list ways they can get positive attention at school. Write their answers on the chalkboard. Possible answers might be: work quietly, be nice to others, say hi, etc.
4. Distribute a leaf to each student and tell them to write three behaviors they can use to get positive attention. Give the students time to complete, decorate and cut out their leaves.
5. As the students place their leaves on the Positive Me Tree, have each student share their chosen behaviors and discuss, as appropriate.

SOURCE:

Becky Rowe
Roanoke Co. Public Schools
526 College Avenue
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



POSITIVE ME LEAF

NAME: _____

POSITIVE BEHAVIORS:

1. _____

2. _____

3. _____

PREJUDICE

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students recognize prejudices and their harmful effects.

GRADE LEVEL: K-2

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *Green Eggs and Ham* by Dr. Suess, dictionaries.

SUMMARY:

PROCEDURE:

Write the word "prejudice" on the board and define it. Have older students look prejudice up in the dictionary.

Read *Green Eggs and Ham* to the class.

DISCUSSION: After reading the story to the class, lead a discussion by asking the following questions:

What kind of prejudice do you know about?

What kinds are very harmful?

Whom do they harm?

Could prejudice ever be beneficial?

What might cause a prejudice to develop?

What is the difference between prejudice and dislike?

What could you do to change a prejudice?

SOURCE:

Adapted from:

Creative Conflict Resolution by William Kreidler, Glenview, IL. Scott Foresman, 1984.

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SQUARES ARE NOT BAD

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students appreciate the differences in each of us.

GRADE LEVEL: K-2

GROUP SIZE: Class or small group

TIME: 20-30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Poster story book made from following story and illustrations.

SUMMARY:

Create a story book using the following story and illustrations. Enlarge and make each page of illustrations fit on 8 1/2 by 11 inch paper. Make each shape a different color and use that color throughout the story. The story lines for each page can be cut and then pasted to the back of each illustration page. It would be helpful if the story book pages were either laminated or attached to heavy tag board.

Page 1

Here are the squares

They live all by themselves in square town.

Page 2

Here are the circles

They live all by themselves in circle town.

Page 3

Here are the triangles

They live all by themselves in triangle town.

Page 4

Here are the rectangles

They live all by themselves in rectangle town.

Page 5

The squares do not like the circles. The circles do not like the triangles. The triangles do not like the rectangles. The rectangles do not like the squares.

They do not like anyone but themselves. They think the others are stupid, and lazy, and mean, and BAD! BAD! BAD!

The squares say this: "If you want to be smart, and beautiful and good, you must have four sides exactly the same. If you don't have four sides exactly the same, then you are stupid, and ugly, and BAD! BAD! BAD!"

The circles say this: "If you want to be smart, and beautiful, and good, you must be perfectly round. If you are not perfectly round, then you are stupid, and ugly, and BAD! BAD! BAD!"

The triangles say this: "If you want to be smart and beautiful and good, you must have only three sides. If you do not have three sides then you are stupid, and ugly, and BAD! BAD! BAD!"

The rectangles say this: "If you want to be smart, and beautiful and good, you must have two short sides exactly the same, and you must have two long sides exactly the same. If you do not have two short sides and two long sides, then you are stupid, and ugly, and BAD! BAD! BAD!"

Page 6

One beautiful summer day the little square and little circles and little triangles and little rectangles went outside to play....BUT NOT TOGETHER!

While they were playing ,a terrible thing happened. The little circles were playing on the top of a hill. Some of them slipped and went rolling down the hill. Faster an faster they rolled to the very bottom of the hill where the little rectangles were playing.

Page 7

The rectangles were very angry. They thought the circles were very bad to roll into the rectangles very own playground. They called the circles bad names and threw rocks at them. The circles were frightened. The squares and triangles heard the yelling and crying. They ran as fast as they could to see what was happening. They started yelling and throwing stones. There was more and more noise and more and more crying. IT WAS TERRIBLE!

Page 8

At last one of the rectangles became so angry that the rectangle leaped into the air and came down right on top of the circles. Oh, wonder of wonders! Everyone was absolutely quiet. No one said a word! They just looked, and looked, and looked.

They rectangles and circles had made a wagon! A lovely, beautiful wagon!

Page 9

And then everyone became excited! They all wanted to make something!! The squares and circles made a train. A triangle made the smokestack. Some little circles made smoke.

Page 10

Triangles and rectangles made some trees.

Page 11

They all worked together and made a lovely house. They made things that were pretty. They made things that were fun. Everyone had a wonderful, marvelous, beautiful time.

When it was time to go home. They all sang a little song:

WE ARE GLAD! GLAD!
BEING DIFFERENT....IS NOT BAD!

And they sang it all the way home!

After telling the story to the students, discuss what the squares, circles, triangles, and rectangles learned, and end with the song.

FOLLOW-UP ACTIVITY: Students could be divided into groups of four. In each group, one student is given 4 squares, another student is given 4 circles, etc. etc. Have each group create a picture using all the figures.

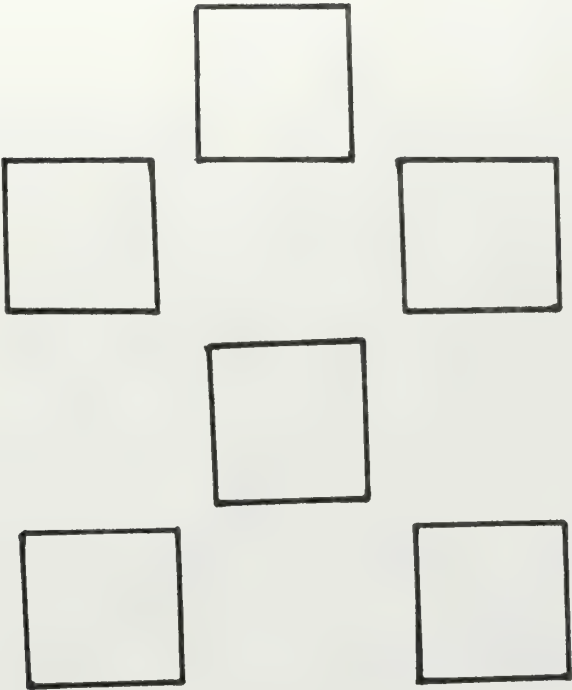
SOURCE:

Estee Stene
Elementary Counselor
Sioux Falls Public Schools
Sioux Falls, SD.

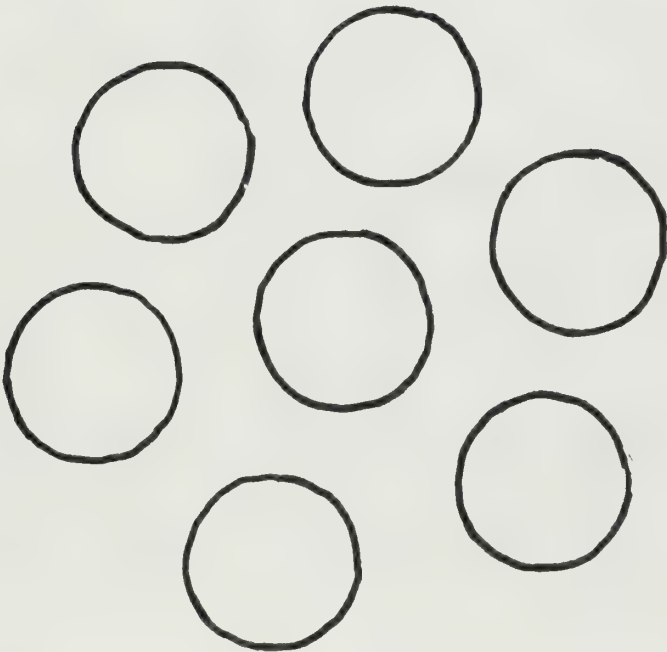
DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

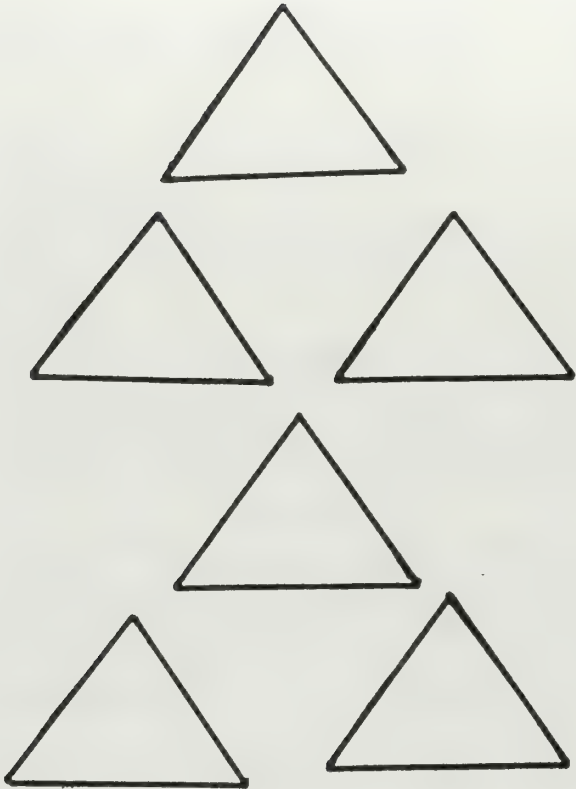
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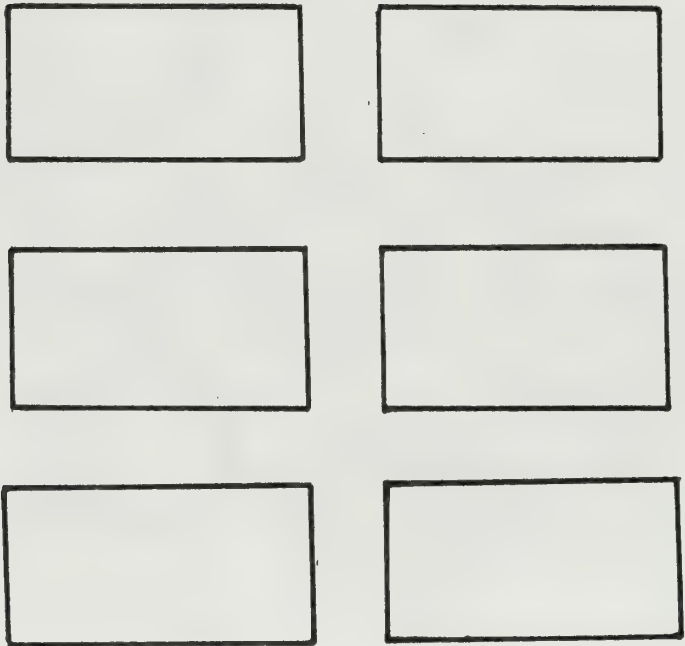
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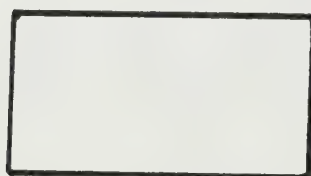
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PAGE 4

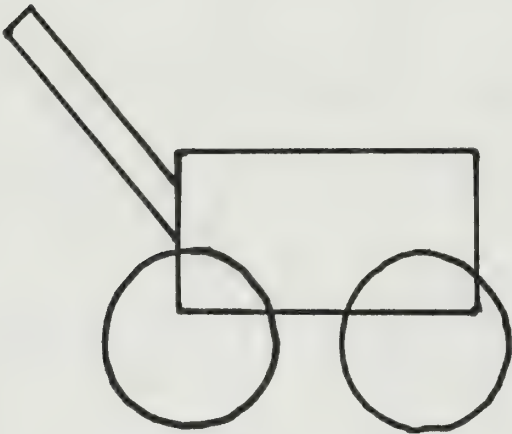
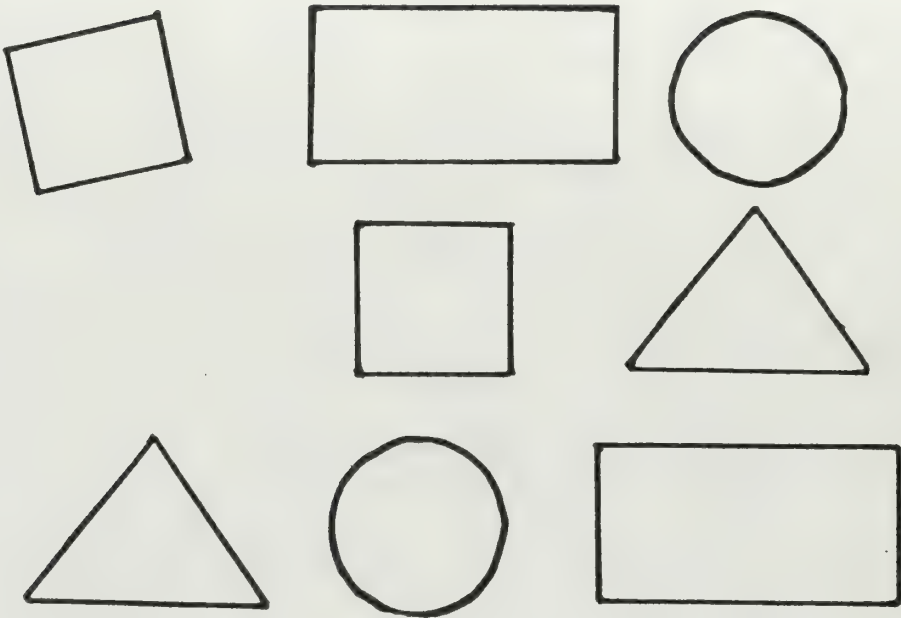


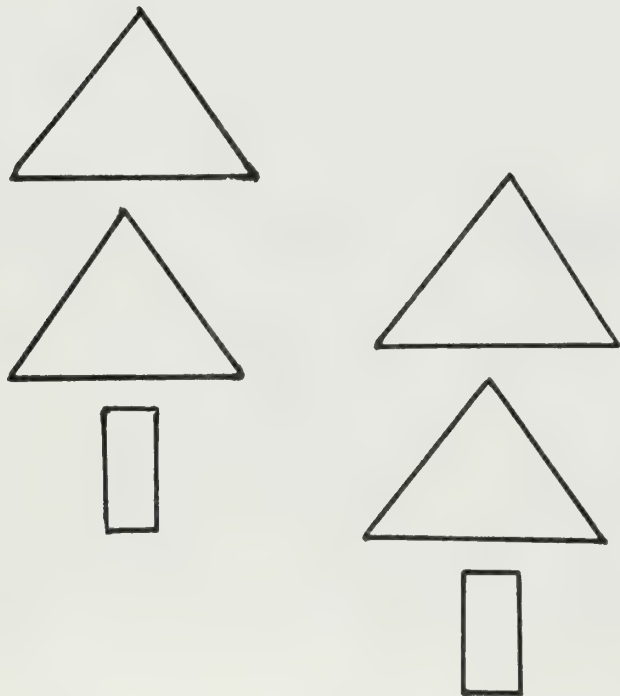
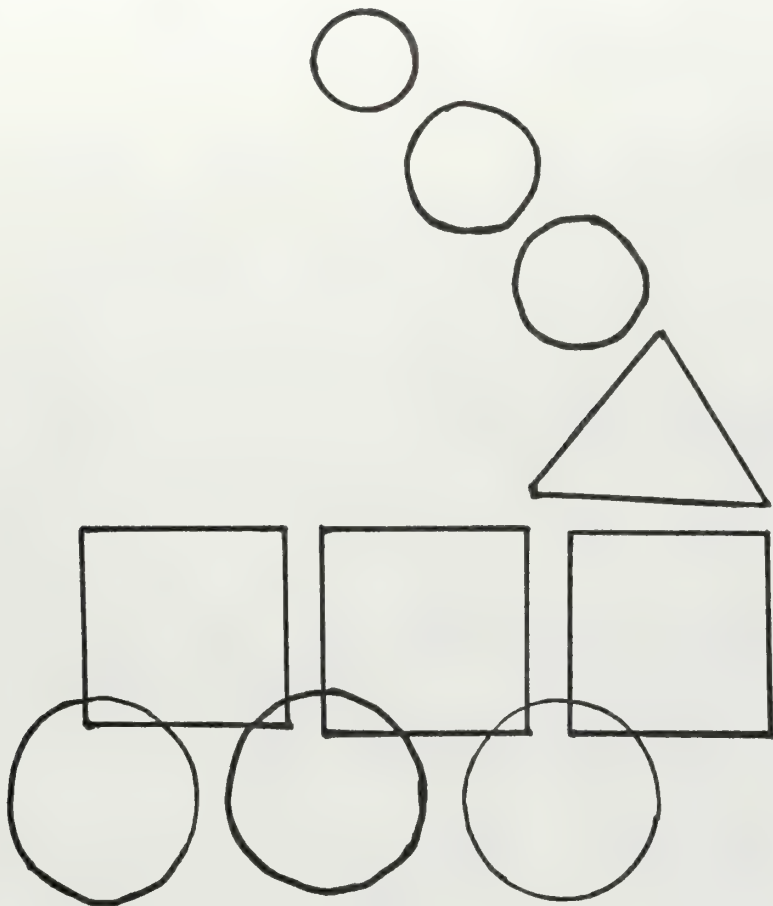
PAGE 5

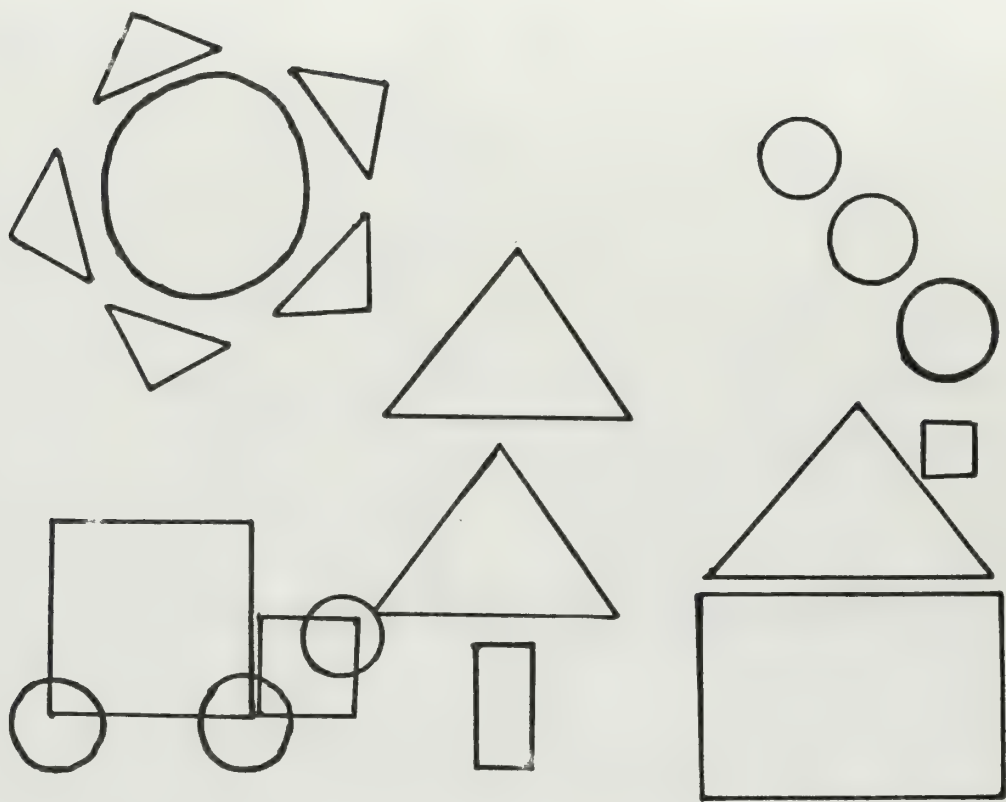


PAGE 6









THE FRUIT BASKET

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students understand individual differences.

GRADE LEVEL: K-4

GROUP SIZE: Class or small group

TIME: 30 minutes

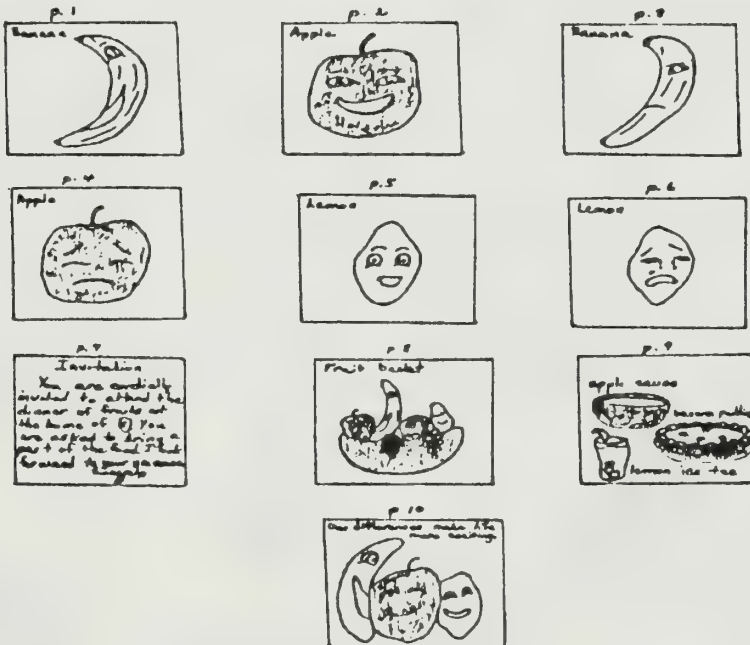
SPACE REQUIRED: Classroom

MATERIALS NEEDED: Posters of fruit.

SUMMARY:

The Fruit Basket Story teaches acceptance of ourselves and acceptance of those who are different from us. Because children can be very cruel to one another when it comes to making fun of anyone different, this simple story shows the importance of enjoying and accepting our differences as an important aspect of life.

PREPARATION: Draw 10 simple fruit pictures on small posters to indicate the feelings of each fruit. See samples below:



ACTIVITY: Read the following story to the students, displaying the posters as indicated by the numbers in parentheses.

Once upon a time, there was a beautiful yellow banana (1). He was so happy and content with himself. He could be no happier than when he was sitting in his banana tree looking out at the world around him. He accepted himself and was very glad that he had been made a banana. Nothing seemed to bother him very much.

But one day a strange thing happened. He met something that he had never seen before. A red, round thing came into his life, better known as the apple (2). The apple began to brag about her beautiful, rich, red color and how everyone just loved her tart, juicy taste. For the first time in his life, the banana began to feel badly about himself (3). He wondered why he had been made soft and mushy instead of hard and firm like the apple. He also worried about why his color didn't seem to be as bright and shiny as the apple's. He began to feel as if he was no good at all. In fact, he began to be so down on himself that he started actually hating the apple and wishing that the apple had never come into his life.

But all the time the apple was bragging about herself, she was really wishing that she was more like the banana (4). She, too, began to question her worth. She began to worry about her being made so short and fat instead of long and slender like the banana. She became jealous that people wanted a banana in their banana splits instead of an apple. The apple became so jealous of the banana that she refused to get to know him as a fellow fruit.

Then one day a lemon walked up to the banana and the apple (5). Now neither the banana nor the apple had ever had contact with a lemon before. Because they were both so unsure of themselves and threatened by the lemon, they ganged up on the lemon and began to make fun of him. They laughed at his weird shape. When the lemon began to cry (6) the apple and the banana made fun of the sour, sour tears that were flowing down the lemon's face. They told the lemon how sour he was and how nobody would ever want to have anything to do with him. The little lemon cried all the more to think that his fellow fruits could be so rude and unkind to him.

But as time went on, the lemon began to understand why there was so much jealousy and competition among the fruits. He even realized that none of them were accepting themselves and that made it even harder to accept anyone else. Then he decided to do what he could to bring an end to this dreadful way of life. He began making plans to have a dinner in honor of all the other fruits. The apple and the banana received an invitation which read (7): "You are cordially invited to attend the dinner of fruits at the home of lemon. Please bring your own special dish".

The day of the dinner finally arrived (8). At the very beginning the lemon, banana, and the apple worked together to create a beautiful fruit centerpiece for the table at the dinner. After this was done, the dinner was served (9). Among the foods that were served, was a delicious applesauce that only the apple could have produced. There was also a scrumptious banana pudding that only the banana had the ability to make. Along with the dinner there was served the most refreshing cool tea drink that was seasoned with the juice of the lemon, giving it a tangy, zingy taste. After the dinner, all the fruits agreed that the meal could not have been any better and that it took the help of all of them to make the meal such a success.

As a result of this dinner, the fruits learned a very important lesson (10). Being different is not something to feel badly about or to put others down for. Being different is one of the things that keeps life exciting. When our differences are put together, we can make a beautiful arrangement or a creative meal. Isn't it strange that it's the same way with people. Our individual differences are what makes us so appealing, interesting, and needed by each other.

After reading the story discuss the following questions.

- What differences do people have?
- Of these differences which ones make us interesting and exciting?
- How do these differences help all of us?
- What one thing do each of you have that make you special?

SOURCE:

PIC Newsletter (Nov/Dec 1989)
Mar*Co Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The Fruit Basket Story was submitted by Wanda Wood Adams, a school counselor from South Carolina.

HOW PEOPLE ARE DIFFERENT

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To give students a greater appreciation of their uniqueness.

GRADE LEVEL: K-3

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated sheet with hand prints, ink pad, and paper.

SUMMARY:

Make a ditto master of a left and right hand (child size). Each student receives a ditto of the hands. Using an ink pad, the students make their fingerprints on the appropriate fingers. The students also put their thumb print on a small piece of paper.

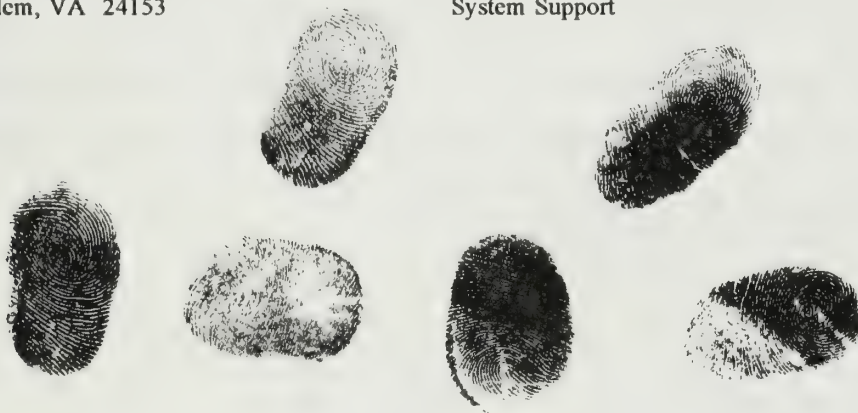
After talking about the shape, size, and design of their fingerprints, divide the students into two groups. The students put their individual thumb prints into the middle of the group circle. After mixing the thumb prints up, ask the students to find theirs. Once the students have found their thumb prints, lead a discussion on how everyone's print is different and how it makes us unique.

SOURCE:

Mary Gubala
Roanoke Co. Public Schools
526 College Avenue
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



WHY AM I DIFFERENT?

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students appreciate their uniqueness.

GRADE LEVEL: K-2

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *Why Am I Different?* by Norma Simon

SUMMARY:

INTRODUCTION: Are any two people in the world exactly the same? Is there anyone else just like you? Compare children in the classroom - have two students stand while the rest of the class comments on qualities which make the two students different (For example: choose students with the same name, but....the same hair or eye color, but.....similar clothes, but.....etc.) from one another. Stress that we are all alike, in some ways, but there are aspects which make us each unique, special and different.

Read the book *Why Am I Different?* by Norma Simon, stopping from time to time to comment and take class polls. (For example: Are any of you allergic to a food? Does a grandparent live with you?) When the example of "different languages" is mentioned in the story, it is fun to teach children the words for "Hello" and "Good-bye" in a foreign language such as the French words, "Bonjour" and "Avoir".

Discuss the story. Ask such questions as:

1. Is it sometimes fun to be different than other people?
2. Is it sometimes hard to be different - When? How does it feel?
3. Have people ever made fun of you because you were different in some way? - How did it make you feel?
4. Have you ever made fun of someone because he or she was different in some way than you are? - How do you think this made them feel?
5. Can you think of something about you that makes you different than everyone else?

Get into a circle by holding and dropping hands. Go around the circle saying "I am different because....."

FOLLOW-UP ACTIVITIES: Any of the following resources and activities could be used as a follow-up to this session.

Fairfield Fire Department - DUSO I

Officer, Officer Game - DUSO I Manual

I'm The Only Me - Film (Morgan I.M.C.)

SOURCE:

Elementary Guidance and
Counseling Curriculum
Appleton Area School District
P.O. Box 2019
Appleton, WI 54913-2019

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

IT'S NOT EASY BEING GREEN

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To promote self-awareness and self-acceptance.

GRADE LEVEL: K-4

GROUP SIZE: Class or small group

TIME: 15 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Kermit the Frog puppet (Fisher-Price Toys), music: "It's Not Easy Being Green"

SUMMARY:

Play the tape, "It's Not Easy Being Green," by Jim Henson, using Kermit the Frog puppet. This song acts as a vehicle to explore personal strengths and weaknesses and creates a sense of affirmation. After the completion of the song, the counselor leads the students in a discussion of self-awareness, strengths, weaknesses, prejudice, ego issues, etc. This serves as an excellent tool to facilitate openness and honesty in a safe environment.

The students could be taught the song, after which they could sing it with Kermit.

SOURCE:

Margaret Andrews
Davis Park Elem. School
310 South 18th Street
Terre Haute, IN 47807

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SECRET VALENTINE

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To increase students self-esteem.

GRADE LEVEL: K-6

TIME: One week-on going

MATERIALS NEEDED: Box containing construction paper hearts and arrows.

GROUP SIZE: Class

SPACE REQUIRED: NA

SUMMARY:

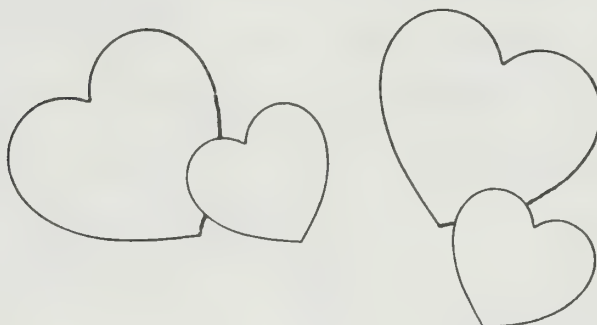
Upper elementary grade classrooms are paired with lower elementary grade classrooms. Each student in the upper grade class draws a "secret valentine" from the list of student names in the lower grade class. Each day the upper grade students draws, writes or creates something special for their "secret valentine." The items are collected and given to the respective teacher to, in turn, give to their students. The activity continues for one week. On the last day the students invite their "secret valentine" to have lunch with them.

SOURCE:

REACH Handbook
Roanoke Co. Public Schools
526 College Avenue
Salem, VA. 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



SPECIAL ROCKS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students develop a greater appreciation for themselves.

GRADE LEVEL: 4-6

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: 8-10 rocks of various sizes, shapes, colors and textures, copies of "We Are Special" handout.

SUMMARY:

ACTIVITY:

(1) Display 8-10 rocks of various sizes, shapes, colors and textures before the class. Ask a volunteer to choose a favorite rock, but they are not to pick it up or state their choice aloud. Ask other students to guess his/her choice. Have the volunteer indicate the rock he/she had chosen and give an explanation for his/her preference.

(2) Repeat the activity with other students. Point out that the rocks are unique and special as well as alike.

(3) Ask the students to think of ways the rocks are similar to each other, but also special. Point out that life would be dull if all rocks and people were exactly alike.

(4) Pass out the handout, "We Are Special." Have the students fill in the names. This will help the students appreciate the special traits each person has. Have them use a different name for each blank and then share their list with the class.

(5) Conclude by reminding the students to enjoy and appreciate their own special unique qualities as well as those of others.

SOURCE:

PIC Newsletter (May/June 1990)

Mar*Co Products, Inc.

P.O. Box 1052

Doyestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The Special Rocks activity was submitted by Lydia Vine, a school counselor from Flanders and Hatton Elementary Schools in Southington, Connecticut.

WE ARE SPECIAL

All of us are special. All of us have good qualities and deserve to be treated with respect. It is important that we feel good about ourselves because then we feel happy and treat others with kindness. Let's take time to think about some of the special qualities that the students and teacher in our school have. Write the name of someone you feel fits each description. Try to use a different name for each item.

1. _____ SMILES ALOT.
2. _____ IS A GOOD ARTIST.
3. _____ KEEPS OUR SCHOOL NICE LOOKING.
4. _____ TRIES HARD TO HELP US LEARN.
5. _____ IS A GOOD LISTENER.
6. _____ IS VERY GOOD AT SPORTS.
7. _____ ALWAYS SAYS HELLO.
8. _____ SINGS WELL.
9. _____ SHARES NICELY.
10. _____ HELPS US IF WE FEEL SICK OR INJURED.
11. _____ IS A VERY LOYAL FRIEND.
12. _____ HAS A GOOD SENSE OF HUMOR.
13. _____ ALWAYS CHEERS ME UP.
14. _____ IS KIND TO OTHERS.
15. _____ MAKES ME FEEL SPECIAL.
16. _____ HAS GREAT NEW IDEAS.
17. _____ IS VERY FRIENDLY.
18. _____ IS GREAT AT MATH.
19. _____ IS A HARD WORKER.
20. _____ LOVES SCHOOL.
21. _____ IS FUN TO BE AROUND.
22. _____ TREATS OTHERS WITH RESPECT.
23. _____ LISTENS WHEN I HAVE A PROBLEM.
24. _____ HAS A POSITIVE ATTITUDE.
25. _____ IS THOUGHTFUL TOWARD OTHERS.

BAG OF SELF-ESTEEM

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To increase students awareness of the qualities they appreciate in their teacher.

GRADE LEVEL: 2-6

GROUP SIZE: Class

TIME: 20-30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: "Ziploc" type sandwich bags with the teacher's name on them, Christmas stickers for decoration on the bags, red/green slips of construction paper cut to fit bags.

SUMMARY:

Discuss gift giving with students. Some possible questions might be: How do you decide what to get people for Christmas? What gifts have you made for people? Whom do you give gifts to at Christmas?

Introduce the activity with these directions: Every day your teacher does special things for you. Some of you probably remember special things your teacher said to you or did that made you feel happy about your work or about yourself. Today you'll get to tell your teacher about the things he/she said or did that were special to you. Write what you want to say on a scratch sheet of paper first. I'll check the spelling and then give you a red or green slip of construction paper to write down what you like, appreciate, or admire most about your teacher. You may draw a picture on your slip of paper too, if you wish. You do not have to sign your name unless you want to. You may complete more than one slip of paper with comments for your teacher.

To help students get started, write some phrases on the board, and get some examples from the students.

Example for chalk board: Thank you for.....I like your.....I like it when you.....

Close activity with: Whenever your teacher reads your comments in the "Bag of Self-Esteem, she/he will know what special people their students are.

SOURCE:

Estee Stene
Elementary Counselor
Sioux Falls Public Schools
Sioux Falls, SD

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

WARM FUZZY IDEAS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To give students positive affirmations.

GRADE LEVEL: K-5

GROUP SIZE: Class, group, individual

TIME: Each activity varies

SPACE REQUIRED: Classroom

MATERIALS NEEDED: See Below

SUMMARY: Listed below are Warm Fuzzies variations to be used in classroom or individual activities.

WARM FUZZY BAG

Materials Needed--Warm Fuzzy Bag containing small, soft animals or objects.

Activity: 1) Each student draws a fuzzy from the bag and tells of a time when she had a warm fuzzy feeling.

2) Each student draws a fuzzy from the bag and tells something she did for someone else to help them have a warm fuzzy feeling.

3) Each student takes a fuzzy from the bag and tells someone else something they like about them and gives him the fuzzy. It may be something the person did that they liked, or some other compliment.

4) Each student draws a fuzzy to hold during a discussion or class meeting, or prior to a listening activity.

5) Fuzzy Giver--The bag is placed in the room. Whenever a student notices another student having a bad day, he may take him a fuzzy and do or say something to try to help. He may then take a fuzzy for himself.

6) Fuzzy Shower--Pick a student to receive a Fuzzy Shower.

WARM FUZZY FINGER PUPPETS

Materials Needed--Fake fur, glue, wiggle eyes, construction paper

Activity--Cut fur into strips about 3 inches x 2 1/4 inches. (one-eighth yard of material will make 40 puppets). Sew side seams up, right sides together. Glue on facial features and other details as desired. Finger puppets can be used to practice talking in a warm fuzzy way.

WARM FUZZY TRADE

Materials Needed--Brown envelopes, slips of paper pre-cut, pencil, timer.

Activity--This is a good culminating activity for a unit on self-esteem. Students put their names on the brown envelopes. (It would be a fun surprise for the classroom teacher, if you put their name on an envelope). At the signal, each envelope is passed to the person behind for 90 seconds or so. The student has a chance to write a warm fuzzy for the other person. No cold pricklies allowed!! The envelopes are passed until everyone has a chance to put a fuzzy in everyone else's envelope.

WARM FUZZY BOX

Materials Needed--Slips of paper pre-cut, small white boxes, crayons, markers.

Activity--This is a variation of the Warm Fuzzy Trade, however, the students put their slips into a previously decorated Warm Fuzzy Box. The students can keep their boxes in their desks, and whenever they need a boost or positive reminder, they can open their Warm Fuzzy Box and read a statement.

WARM FUZZY CLUB

Materials Needed--Copies of following membership cards and messages.


Activity--Students might form a classroom "Warm Fuzzy Club" for the purpose of helping others feel good. Membership cards might be furnished. Club members could use the warm fuzzy messages to send friendly messages to other classmates.

SOURCE:

Roanoke Co. Counselors
Roanoke Co. Public Schools
526 College Avenue
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
- Responsive Services
System Support



WARM

FUZZY

19

CLUB

MEMBER

NAME

SCHOOL

CITY

GRADE

THUMB PRINT


STATE

WARM FUZZY GRAM

To: _____

Date: _____

Message:



WARM FUZZIES

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To encourage students to give and receive positive affirmations.

GRADE LEVEL: 2-4

GROUP SIZE: Class

TIME: 2 - 30 minute sessions

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of large and small warm fuzzies, envelopes, scissors, crayons and paste.

SUMMARY:

ACTIVITY 1: LARGE WARM FUZZIES

This activity could be used at the end of a friendship unit and should be preceded by the Warm Fuzzy story. Give each student a copy of the large warm fuzzy and the following instructions:

1. Think of someone you want to say a "warm fuzzy" thing to and write their name at the bottom of your warm fuzzy sheet.
2. Write a "warm fuzzy" message (personal, specific and positive) to this person on the body of the warm fuzzy.
3. Color and decorate the warm fuzzy as you wish.
4. Give the warm fuzzy to the person you addressed it to.

ACTIVITY 2: SMALL WARM FUZZIES

Instructions: Prior to duplicating the small warm fuzzies sheet, write the name of each student and the teacher, under a fuzzy. Make one copy for every child in the class. Give each child a warm fuzzy sheet, envelope, and scissors along with the following instructions:

1. Color the warm fuzzies on your sheet. If there are fuzzies without names, you may write in the names of other people you would like to give one to.
2. Cut the fuzzies apart on the lines.
3. Paste your own fuzzy on the envelope you were given.
4. Exchange fuzzies with classmates. You must give the fuzzy directly to them and tell them something personal, specific and positive, as you hand it to them. (Depending on the age of the group you may want the students to write their "warm fuzzy" message on the back of the fuzzies before exchanging them). As you collect your own fuzzies, put them in your envelope.
5. After all the fuzzies are exchanged, ask the students: How did it feel to give warm fuzzies to some one else? How did it feel to receive warm fuzzies?

SOURCE:

Elementary Guidance and
Counseling Curriculum
Appleton Area School District
P.O. Box 2019
Appleton, WI 54913-2019

DELIVERY METHOD:

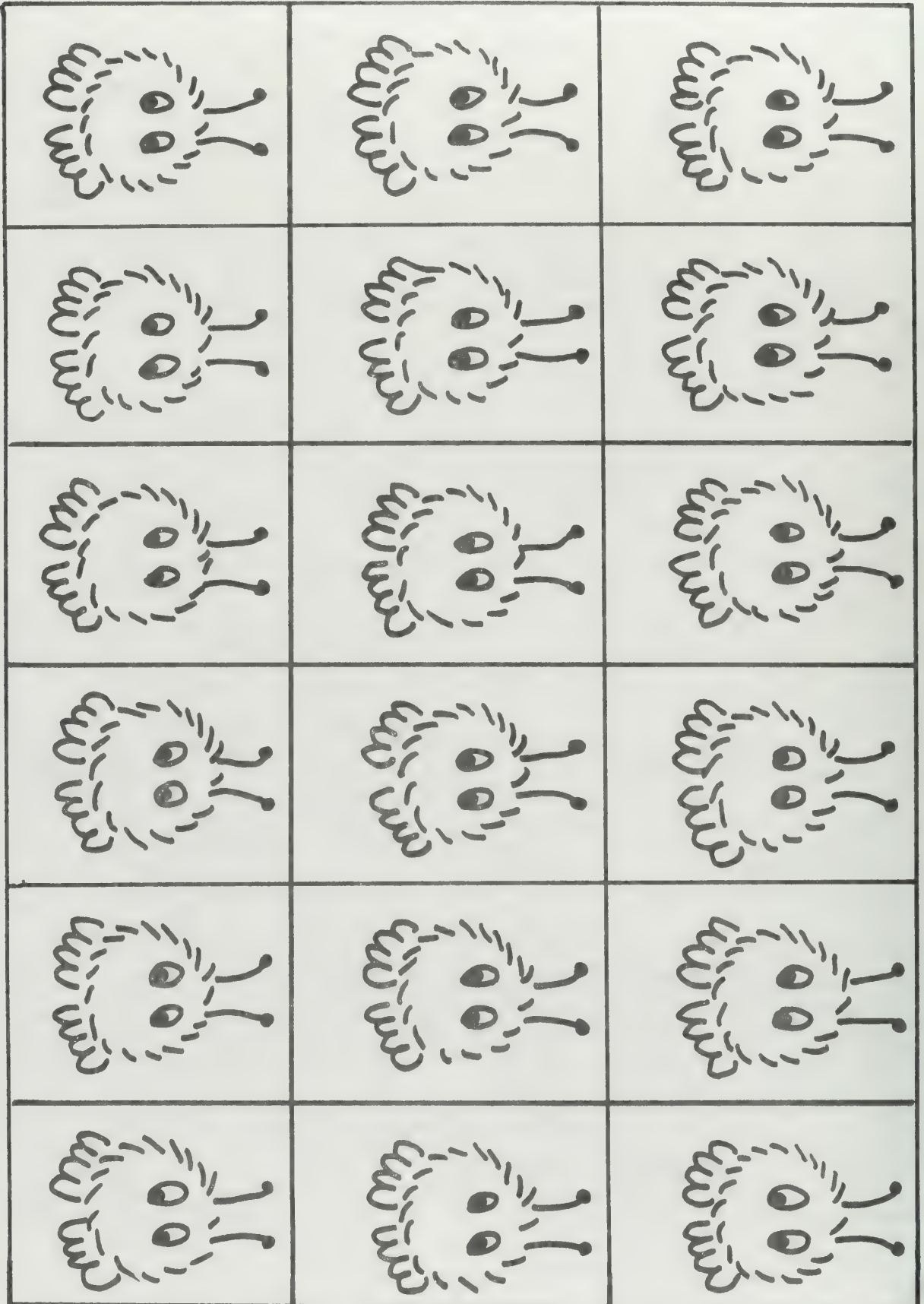
- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

A WARM
FUZZY...



TO _____

SMALL WARM FUZZIES



PUPPETRY, GAMES & MUSIC

ACTIVITIES

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS, FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide creative ideas for implementing guidance activities.

GRADE LEVEL: K-4

GROUP SIZE: Class

TIME: NA

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to each idea.

SUMMARY:

The following is a compilation of creative ideas that may add new life to your classroom or group activities.

Puppets

A feelings puppet is easy to make by using an overhead transparency for the cut out face. This allows the students to easily change the puppets face according to their feeling.



In A Pickle Game

There is a published *In A Pickle* Game available from American Guidance Service. However, it is easy to make your own. Write questions appropriate to your grade level and put them in a pickle jar. Examples of questions might include:

When is it NOT OK to keep a secret?

How can you tell a friend you don't want to play?

Who are good people to talk to if someone at home is being mean to you?

Mervin the Body Puppet

Mervin is a body puppet (actually a 3rd grade teacher), who helps with support groups, classroom guidance activities and the BIG BUDDIES program. Mervin makes appearances in numerous places including school dinners and assemblies. He has trouble with his self-esteem and doesn't feel good about his appearance (large pink, hook nose, green skin, big feet). Mervin and the school counselor role play situations such as: The New Kid, The Kid Who Can't Say NO, The Shy Kid Who Can't Make Friends, etc. The students participate in the role plays. Mervin is especially effective with the shy, quiet children.

Creative Music For Children

Wha'd'ya Wanna Do by Peter Alsop

A Rainbow Child by Susie Ward

Asleep at the Helm by Peter Alsop

SOURCE:

Kristi Bergland-Ragar
School Counselor
Quaw Elementary
P.O. Box 166
Belgrade, MT 59714

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

FEELING SENTENCES

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students identify and express their feelings.

GRADE LEVEL: K-5

GROUP SIZE: Individual

TIME: 20-30 minutes

SPACE REQUIRED: Office

MATERIALS NEEDED: Paper, pencils and copies of "My Special Feelings".

SUMMARY:

ACTIVITY 1: Give the student a copy of "My Special Feelings" and ask him/her to respond to the questions with the first thing that comes to his/her mind. Read the statements and write the student's responses for students K-1. Read the statements and allow the student to write their own responses for students 2-5.

After the student has completed the "My Special Feelings" handout, read through the responses with the child and discuss.

ACTIVITY 2: This is a longer version of Activity #1. Using the statements below create a handout to be used with students for individual counseling sessions. Complete the activity as above.

FEELINGS SENTENCES

- | | |
|---------------------------|--|
| 1. I WOULD LIKE..... | 17. IT ISN'T NICE TO..... |
| 2. TOMORROW I WILL..... | 18. MOTHER SHOULD..... |
| 3. MY MOTHER..... | 19. MY TEACHER..... |
| 4. I WISH THAT I..... | 20. THERE ARE TIMES WHEN..... |
| 5. I CANNOT..... | 21. I HATE..... |
| 6. IF I ONLY..... | 22. IT MAKES ME MAD TO..... |
| 7. I WORRY ABOUT..... | 23. IF ONLY I KNEW..... |
| 8. I AM ASHAMED..... | 24. MY HOME IS..... |
| 9. I AM AFRAID..... | 25. FATHER SHOULD..... |
| 10. I HOPE..... | 26. PEOPLE THINK THAT I... |
| 11. MY FATHER..... | 27. I NEED..... |
| 12. I LIKE..... | 28. SOMETIMES I THINK ABOUT..... |
| 13. I DON'T LIKE..... | 29. NOBODY KNOWS THAT I..... |
| 14. IN SCHOOL I..... | 30. I WOULD LIKE MOST TO..... |
| 15. I LOVE..... | 31. THE BEST THING THAT EVER HAPPENED |
| TO 16. I DREAM ABOUT..... | ME WAS..... |
| | 32. THE WORST THING THAT EVER HAPPENED |
| | TO ME WAS..... |

SOURCE:

Barbara Reed
Logansport Community School Corporation
2829 George Street
Logansport, IN. 46947

DELIVERY METHOD:

Guidance Curriculum
• Individual Planning
• Responsive Services
System Support

MY SPECIAL FEELINGS

I am happy when _____

I get angry when _____

I hope that _____

I am good at _____

I am afraid of _____

I am ashamed of _____

I feel sorry for _____

I am really good at _____

I get excited when _____

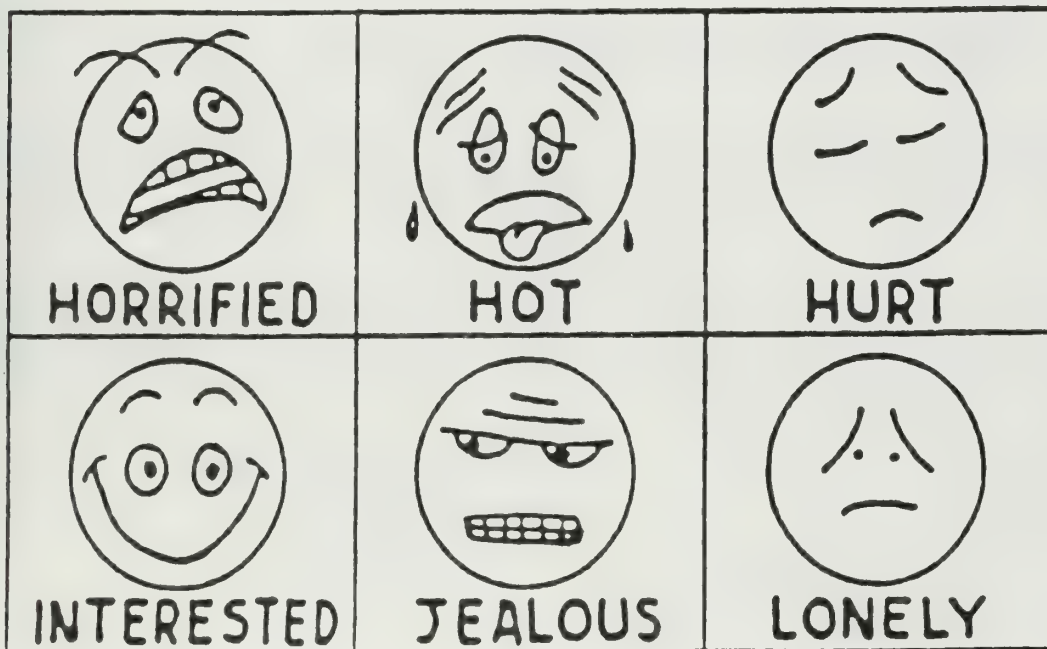
I feel safe when _____

I need _____

I am thankful for _____

I am lonely when _____

I am proud of _____



THE LISTENING TEDDY

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students communicate their innermost feelings without fear of intimidation.

GRADE LEVEL: K-2

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Teddy bear

SUMMARY:

Students will learn a means by which they can communicate their innermost feelings and emotions without fear or intimidation by sharing thoughts with a stuffed animal "confidante".

Discuss how our feelings influence our actions toward others.

1. When I'm embarrassed, I want to run away and hide. I avoid my best friends.
2. When someone sits on my lunch bag before I get a chance to eat my food, I get angry. I don't feel much like being kind to others.
3. When my dog died, I was sad for a long time. I didn't feel much like playing with my friends.
4. When my friend got a spanking for something I did, I felt guilty. I didn't want to face _____.

Ask, "Do you think you'd feel better if you could talk with someone about those feelings? Whom might you talk to?"

parents	neighbor	counselor
friends	teacher	principal
clergy	pet	"to yourself"

Continue discussion by asking, "If none of these people were available, or if you didn't feel comfortable talking about your feelings with them, where else might you turn?"

best friend	private corner
favorite tree	make-believe playmate

Introduce students to the "Listening Teddy" with whom they can share their feelings. Put teddy bear in a quiet, solitary corner where students can go for "one to bear" conversations. A circle badge could be attached to the bear to limit conversation to one particular emotion (excited, afraid, sad, happy, lonely, embarrassed, guilty, ashamed).

SOURCE:

Adapted from:
BICEP
Barnstable Public Schools
Career Education Resource Center
744 West Main St.
Hyannis, MA. 02601

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
- Responsive Services
System Support

COPING WITH FEELINGS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students develop positive responses to feelings.

GRADE LEVEL: 3-5

GROUP SIZE: Class

TIME: Four-30 min. sessions

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Chalkboard, paper, and pencil.

SUMMARY:

SESSION 1: Students create a list of feelings that can create negative behaviors. Students are divided into groups of 4-6 members each. Each group is assigned a portion of the generated list. Their assignment is to come up with a minimum of five positive ways to cope with the feelings. Each group reports to the entire class.

SESSION 2 & 3: Students are paired with a partner. Each pairing is given a feeling from last week's list. Their assignment is to role play positive responses to the feelings. The groups are given 5 minutes to prepare before presenting their role play to the class.

SESSION 4: Students, individually make a list of the feelings they most frequently experience, from the Session 1 list. Each student develops a plan as to how they will react in a positive way to each feeling.

SOURCE:

Juanita Riley
Elementary Counselor K-5
Hardin Primary/Intermediate
631 West 5th
Hardin, MT 59034

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

FEELINGS CUBES

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To demonstrate how feelings and behavior are related.

GRADE LEVEL: 2-4

GROUP SIZE: Class or small group

TIME: 30-45 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Feeling Cube (pattern attached), duplicated copies of "My Feeling Cube," scissors, pencils, and tape.

SUMMARY:

INTRODUCTION: Begin by saying, "Everyone has feelings and that's O.K. There is no right or wrong to our feelings - they are a part of us. Let's think of some words that describe our feelings. Show students the feelings cube and discuss the six feelings; happy, mad, glad, sad, afraid, and excited. Many times these feelings are related to how we behave. For instance, if we're happy we might clap our hands, jump up and down, or hug a friend. If we're mad, we might throw something, hit someone, or cry. Because we had a feeling it made us behave in a certain way. Today we're going to play a game where you can share some of your feelings and behaviors with the group."

ACTIVITY: Use a Feeling Cube. Let each student roll the cube like dice. Whatever feeling comes up (mad, sad, glad, afraid, excited) the student tells of a time he/she felt that way and the behavior they exhibited. "A time I felt sad was.....and I did....." When everyone has had a turn, ask volunteers to remember what other classmates said. Example: John said he felt sad about losing his dog and cried.

CLOSURE: "What were some of the feelings that were mentioned? What behaviors were mentioned? How do feelings affect the way we behave? Does the way we behave affect how we feel?"

SUMMARY: "There are lots of words we can use to describe our feelings. Feelings affect the way we act or behave. They affect what we do at home, with our friends, at school and in class"

ASSIGNMENT: "Pay attention to your classmates and see if you can tell how they might be feeling by the way they behave".

FOLLOW-UP ACTIVITY: Depending on the age group and if time permits, have students make their own Feeling Cube. Distribute handouts, ask students to draw in faces to illustrate how they look when they feel happy, sad, etc. Students then cut-out and assemble their Feeling Cube.

SOURCE:

Elementary Developmental
Guidance Plan
Orange Co. Public Schools
P.O. Box 271
Orlando, FL 32802-0271

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
- Responsive Services
System Support

AFRAID



LONELY



HAPPY



MAD



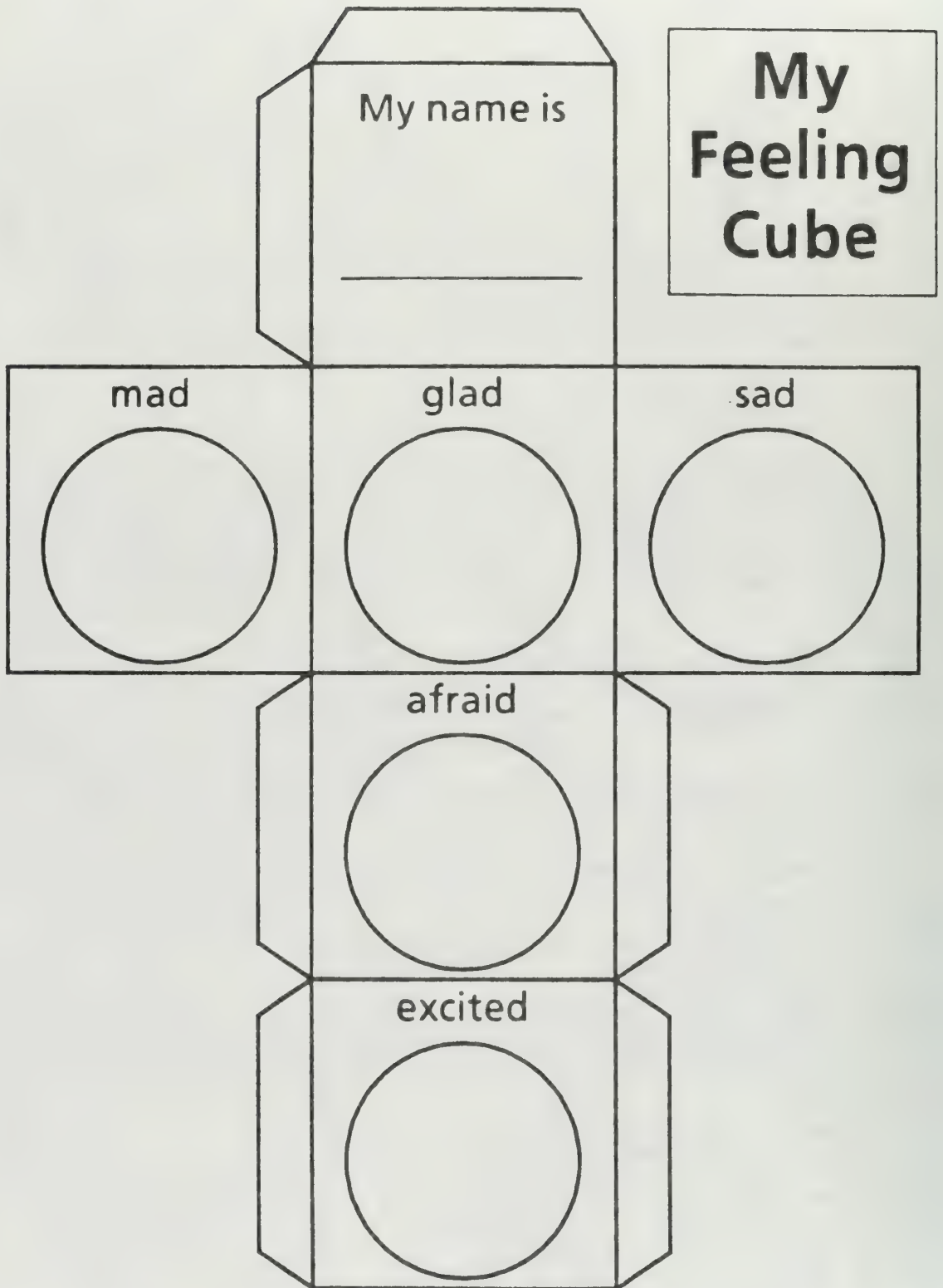
SAD



EXCITED



FEELING CUBE



WHAT ' S YOUR MOOD?

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students identify and express their feelings.

GRADE LEVEL: 2-4

GROUP SIZE: Small group or individual

TIME: Two - 30 minute sessions

SPACE REQUIRED: Classroom or office

MATERIALS NEEDED: Pipe cleaners, pencil, scissors, cardboard, masking tape, and paint (yellow, black, blue).

SUMMARY:

SESSION I - Mood rings may be made out of pipe cleaners, masking tape, and oval-shaped pieces of thin cardboard. Small holes are punched in the short sides. Each end of the pipe cleaner is taken through one of the holes, twisted and taped into place. The cardboard, which serves as ring settings are painted one color per ring. The colors used are yellow (anxiety, tension), black (depression, sadness) and blue (serenity, contentment).

SESSION II - Students can select a mood ring and wear it during a small group or individual counseling session. This helps students to identify their feelings and moods, visually. Before the session ends, each student explains why he/she seem to be in the mood they've chosen and whether his/her feelings have changed at all during the session.

SOURCE:

Margaret Cason
Roanoke Co. Public Schools
526 College Ave.
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

FEELINGS MASKS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students identify feelings and understand how they affect ones behavior.

GRADE LEVEL: K-4

GROUP SIZE: Small group or individual

TIME: On going

SPACE REQUIRED: Classroom or office

MATERIALS NEEDED: Construction paper, felt makers, scissors, and rulers.

SUMMARY:

Feelings Masks are made by drawing faces on construction paper to depict feelings such as; happy, surprised, sad, worried or mad. Cut out the eyes so the face may be "worn." Attach the face to a ruler.

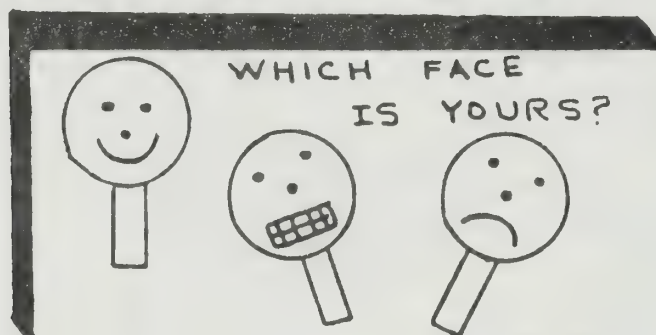
Counselor made Feelings Masks can be very helpful in small group or individual activities. The masks help students identify feelings, understand the relationship between feelings and behavior, and serve as an excellent tool for role playing. The masks may be used with any guidance activity on feelings. They are particularly helpful when demonstrating how our feelings affect our reactions to people. For example: Counselor may ask questions like, "How are you?" or "Would you like to come over to my house?" The students react according to the feeling shown on their mask.

SOURCE:

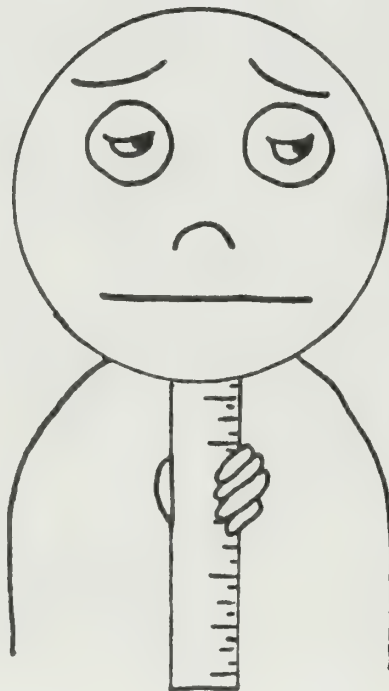
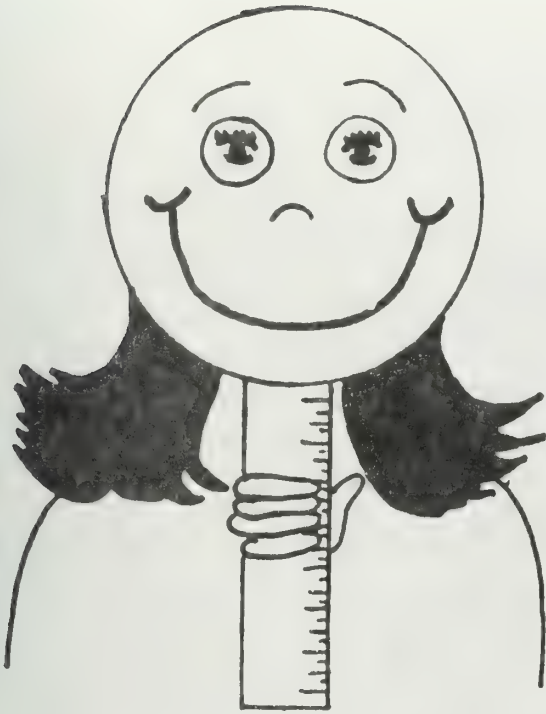
Claudia Bennett
School Counselor
Seven Pines Elem. School
Henrico County, VA

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
- Responsive Services
System Support



FEELINGS MASKS



WHO'S AFRAID OF THE BIG BAD WOLF?

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To teach students skills for personal safety.

GRADE LEVEL: 1-5

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

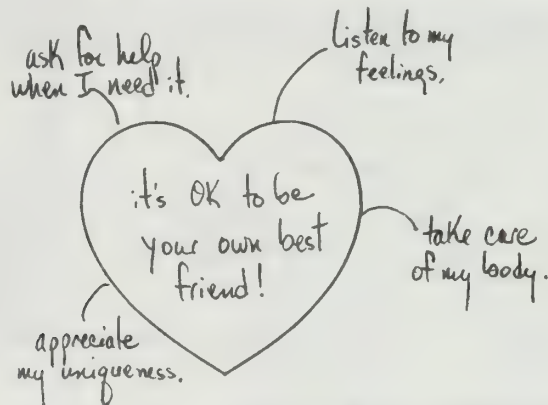
MATERIALS NEEDED: "Who's Afraid of the Big Bad Wolf" - filmstrip (Available from: Marsh Media, P.O. Box 8082, Shawnee Mission, Kansas 66208), and duplicated copies of "It's OK To Be Your Own Best Friend."

SUMMARY:

1. Show the filmstrip "Who's Afraid of the Big Bad Wolfe" to the class.
2. Lead a class discussion on - HOW TO:

THINK SMART
ACT SMART
BE SMART

3. Follow-up film and discussion with "It's OK To Be Your Own Best Friend" activity.
4. Give each student a handout. Discuss: How we can become our own best friend? How would we treat ourselves, if we were our own best friend? Why is it important to be our own best friend?
5. Ask students to create cluster ideas around their "It's OK To Be Your Own Best Friend" heart to illustrate how they can be their own best friend. Younger students could draw pictures, while older students could write their comments. See example below:



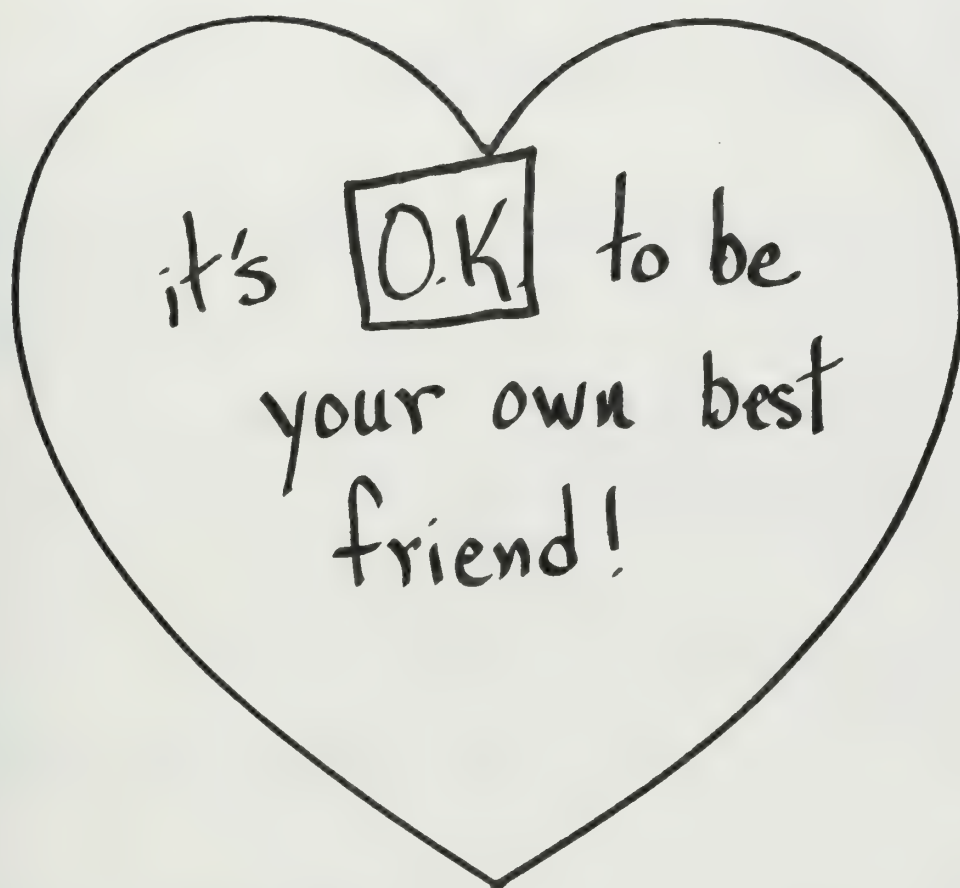
SOURCE:

Nancy Linton
School Counselor
K. William Harvey Elementary
Drawer R
Ronan, MT 59864

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

IT'S OK TO BE YOUR OWN BEST FRIEND!



PAPER PLATE WORRY WARTS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students deal with unhappy feelings.

GRADE LEVEL: 3-6

GROUP SIZE: Class or small group

TIME: 15 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Two paper plates per student, scissors, magic markers, ball fringe, construction paper, copies of poem, glue, stapler, bits of cloth, wool, etc.

SUMMARY:

This activity was adapted from DUSO I and may be used as a culminating lesson in a unit dealing with feelings.

DIRECTIONS:

- Step 1 - Cut large "mouth" in one paper plate by cutting one curved line and turning down section for lower lip.
- Step 2 - Glue ball fringe on plate for nose. (using bottom side of paper plate)
- Step 3 - Add eyes, eyebrows, hair, ears, glasses, etc. as desired.
- Step 4 - Make hat from construction paper and glue poem to hat.
- Step 5 - Staple two plates together, surface sides together, creating a disc shape.
- Step 6 - Write worries on individual pieces of paper and "feed" the Worry Wart.

SOURCE:

Edna Follmar
Roanoke Co. Public Schools
526 College Ave.
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

POEM

Got a problem?

If there's something you
can do about it, do it!

If there's nothing you can
do, forget it!

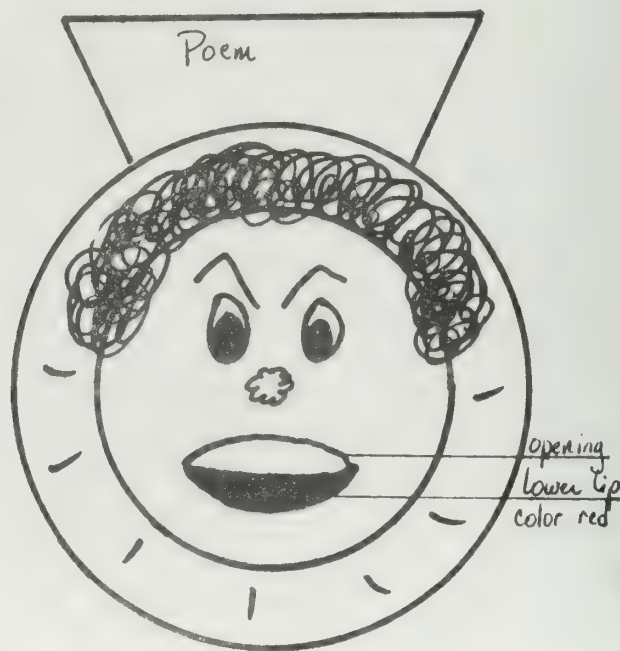
For you will find that it
Will never help a bit

To worry, worry, worry
about it!
So.....

Give it to the Worry Wart.

He just loves to sit

And worry, worry, worry
about it!



WORRY WART

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students develop coping skills.

GRADE LEVEL: K-4

GROUP SIZE: Class or small group

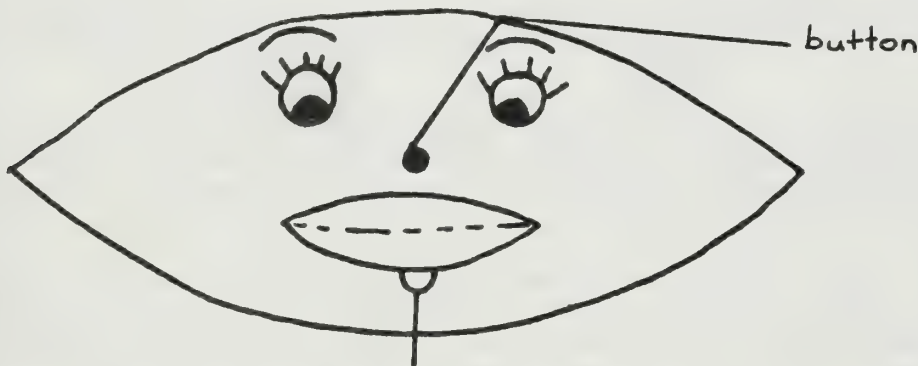
TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Worry Wart Pillow (see sketch)

SUMMARY:

The following idea was adapted from DUSO II. Before the class session, you will need to make a Worry Wart. After enlarging the pattern sketch, cut the Worry Wart from velveteen or fake fur. Make a deep pocket lined in red velveteen for the mouth. A button attached at the top center of the mouth and an elastic loop attached at the bottom center of the mouth will allow the Worry Wart to be "buttoned up"--thus keeping in the worries.



elastic loop to button up all of the worries
fed into Worry Wart's mouth

Introduce Worry Wart to the class by carrying him into the room in a bag. Tell the students that you want them to meet a friend, but he is very sensitive and shy so we're going to need to be very kind. After bringing Worry Wart out of the bag, lead a discussion on worries. Talk about worries we have that we can do something about and those that we cannot do anything about. Allow students to give examples. The purpose of the Worry Wart is to eat up all the worries we have that we can't do anything about.

Have each student write down a worry they have (that they can't do anything about) on a piece of paper. Each student then feeds their worry to the Worry Wart.

SOURCE:

Kathleen Nininger
Roanoke Co. Public Schools
526 College Avenue
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

MY WORRIES

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students deal effectively with their worries.

GRADE LEVEL: 3-6

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: My Worries Worksheet, and "WHATIF?" poem from *A light In The Attic*.

SUMMARY:

Read the poem, "WHATIF?" Encourage the students to tell what the poem means. List on the chalk board some things that they worry about, e.g., changing schools, poor grades, parents' divorce, death, money, having friends, etc.

Talk about "Worries Over Which You Have Control" and "Worries Over Which You Have No Control." "Worries Over Which You Have Control" may be changed with appropriate action. Distribute the "My Worries" worksheet. Let students decorate their worry rock. Then have students complete the worksheet. Ask for volunteers to share their Worry Rock.

VARIATION: Students could be given the assignment to find a Worry Rock (real) at home and bring it to school the next day. Students could decorate their Worry Rocks and make a list on a separate sheet of paper of the worries that they have and what they can do about them. Students would be encouraged to take their Worry Rocks home and tell them their worries, when appropriate.

SOURCE:

Adapted from:

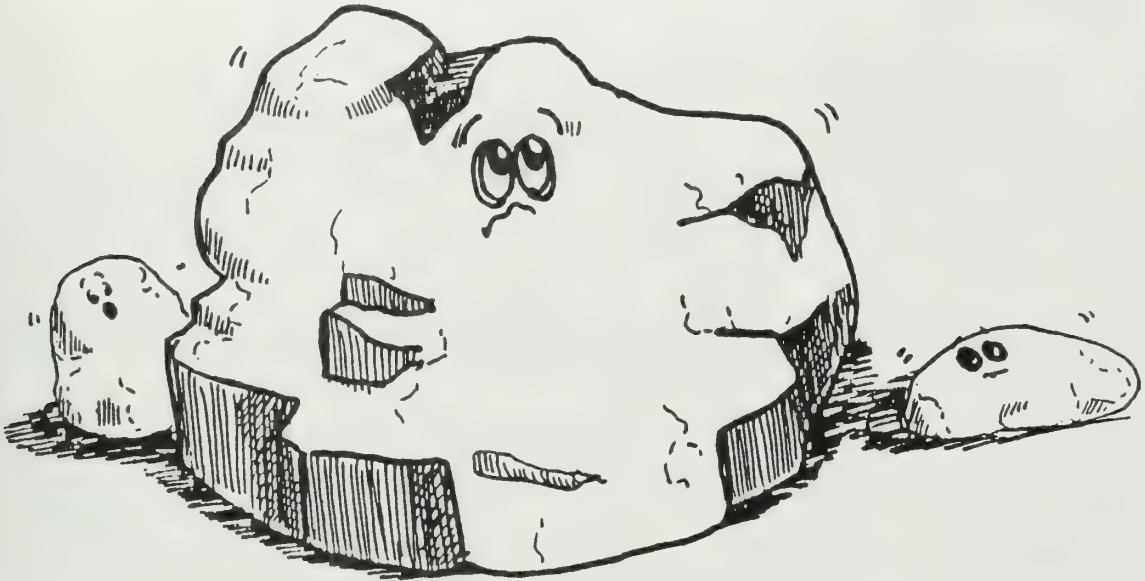
BICEP
Barnstable Public Schools
Career Education Resource Center
744 West Main St.
Hyannis, MA 02601

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

MY WORRIES

DIRECTIONS: The "Worry Rock" loves to hear about those things that are bothering you. The "Worry Rock" has a special ability that will help you think about what you can do when you are worried or anxious. Try it and see if it works!



MY WORRIES

WHAT I CAN DO ABOUT THEM

MY WORRY BEE

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students develop better coping skills.

GRADE LEVEL: 2-4

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Construction paper (black, white, yellow), black felt pens, scissors, Worry Bee patterns, pencil, and paste.

SUMMARY:

This lesson can be a culminating activity to a prior discussion on "unhealthy worries".....those worries over which we have no control. Students create their own Worry Bee and give their worries to him.

DIRECTIONS:

STEP 1 - Trace the bee pattern on black construction paper. Cut the bee's body out.

STEP 2 - Trace the wing pattern on white construction paper. Make two wings. Cut them out.

STEP 3 - Paste the wings to the bee's body.

STEP 4 - Cut two thin strips of black construction paper for antennas. Curl them on a pencil. Then paste them to the bee's head.

STEP 5 - Make the bee's eyes, nose, and mouth from yellow construction paper. Paste them on the bee's face.

STEP 6 - Now think carefully about things that bother you or make you worry. What are they? Write each thing that worries you on a yellow strip of paper. Use a black felt pen.

STEP 7 - Paste the stripes on the bee's body.

SOURCE:

Caring and Sharing: Part I
State of South Dakota
Department of Education and Cultural Affairs
700 Governors Drive
Pierre, SD. 57501-2291

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

MY WORRY BEE



NAMECALLING

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students understand how their behavior affects others.

GRADE LEVEL: K-4

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of "How Does It Make You Feel?"

SUMMARY:

Make a list on the chalk board of positive and negative names that children call each other. Elicit information from students in the classroom.

Hand out copies of "How Does It Make You Feel?" Ask students to draw a face, showing how it makes them feel to be called by each name (Names selected from board list).

Follow activity with a discussion . Students are encouraged to share and volunteer information from their handout. Ask students to respond to "What I learned from this lesson was....."




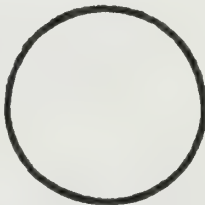

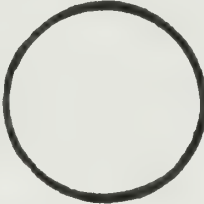



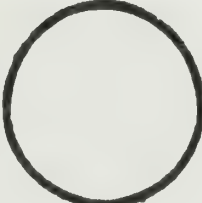


SOURCE:

Developmental Guidance and
Counseling Plan K-6
Sioux Falls School District
201 East 38th Street
Sioux Falls, SD 57117-5051

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

HOW DOES IT MAKE YOU FEEL?

WORDS CAN HURT

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students recognize the effect of their behavior on others.

GRADE LEVEL: K-3

GROUP SIZE: Class

TIME: 20 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: A piece of paper with a round, smiling face drawn on it.

SUMMARY:

PROCEDURE:

1. Tell the class that you are going to talk about feelings today. Ask them such questions as: Do you believe that words can hurt another persons' feelings. Can you give me an example of what you mean? Has your feelings ever been hurt by what someone else said? Etc.
2. Tell the class that you are going to try an experiment and you need their help. Hold up the "smiling face," and ask the students to say things that would hurt this person. Each time the face is insulted, crumple it just a little until it is just a small ball.
3. Ask the students if they can think of anything they could do or say to uncrumple this "smiling face." Then as the students give examples - begin to straighten out the face.
4. Discuss whether or not the effect of the insults and hurtful words were entirely erased. (The students will be able to see the wrinkles in the paper face). Ask students to sum up the effects of hurtful words on others.

ETHNIC SENSITIVITY VARIATION:

Repeat the exercise using colored paper to represent different ethnic groups. Example: black, brown, gold, etc. Discuss the impact that hurtful words have on all people, no matter their skin color.

SOURCE:

Elementary Guidance and
Counseling Curriculum
Appleton Area School District
P.O. Box 2019
Appleton, WI 54913-2019

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
Responsive Services
System Support

A TAIL OF TWO DOGS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students recognize the negative effect of teasing.

GRADE LEVEL: K-6

GROUP SIZE: Class, small group or individual

TIME: 30 minutes

SPACE REQUIRED: Classroom or office

MATERIALS NEEDED: None

SUMMARY:

Elementary students who have become the object of classmate's teasing and taunts have been told by virtually every adult in their lives to "ignore them." This wise advice is easy to give, but not easy for the student to incorporate. The student usually responds with the rebuttal "I tried that, but they just tease me more."

Scapegoated students often contribute to the problem by being an easy mark for teasers because they respond so readily to every verbal or physical assault. In other words, the student allows other students to "push his or her buttons" by bursting into tears or flying into a blind rage at the first sign of a threat. This serves to reinforce the teasers and the cycle becomes self-perpetuating. Incorporating a story into counseling helps provide these students with a clear message of how their behaviors feed into the problem. Read the story *A TAIL OF TWO DOGS* (next page) to the group or the teased student.

After you have read the story, ask the group the following questions:

Which fence do you think we banged on more often, the boxer's or the shepherd's? Why?

What was the difference between the two dogs? (The boxer didn't know he had a choice in the matter---the shepherd knew we weren't worth wasting his time over.)

Next, ask the students to examine which dog they are most like when they are being taunted or teased. Students can readily understand that they have been contributing to the problem by being like the boxer. The knowledge that they have some choices in these situations becomes very clear, and students quickly gain insight into their own powers of choice.

Finish the session with the following question: "How are you going to respond the next time you are being teased, like the shepherd or the boxer?" The teacher or counselor can reinforce the students in social settings by simply asking "Boxer or shepherd?" and their peers are none the wiser.

SOURCE:

PIC Newsletter (May/June 1990)
Mar*Co Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

A Tail of Two Dogs was submitted by Mark Salo a counselor at Chief Joseph Middle School, Bozeman, MT.

A TAIL OF TWO DOGS

By Phil House

When I was growing up, I lived in a neighborhood with lots of kids and dogs. any of the yards had picket or chain link fences surrounding them. On our excursions, we would often pause in front of a house that had a noisy boxer on the front porch. We knew that if we banged on the fence, the boxer would leap off the front porch and bark wildly at us. It was a lot of fun to see the boxer work himself into a frenzy and know that he would never make it over the fence to catch us.

A few houses down, lived a large German shepherd. His yard was also fenced, and there was no way he was going to jump the fence to catch us. But, whenever we banged on his fence, the shepherd simply raised his head and watched us from the comfort of his sunny front porch. Not once could we get him to foolishly chase after us, no matter how hard we teased him.

CLASSROOM CHARACTERS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students develop positive social and classroom behavior.

GRADE LEVEL: 3-4

GROUP SIZE: Class

TIME: 2-3, 30 minute sessions

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Wall posters made of Classroom Characters.

SUMMARY:

This activity was developed around William Glasser's open-ended classroom meetings format. The purpose of the activity is to involve students in a group discussion; to teach students to listen and respect each others opinions; and to resolve class concerns or issues.

Using this classroom discussion format, lead a series of discussions over 2 to 3 sessions, on the Classroom Characters. The characters are representative of some of the roles that third and fourth grade students often assume in their social relationships. A large poster representing one of the characters is hung on the wall to help initiate the discussion. These pictures are taken from the I Have Feelings Self Awareness Cards which are produced by Wise Owl Publications. They are available from Arden Press, 8331 Alvarado Drive, Huntington Beach, CA 92646. The following questions are used to generate the discussion about the characters:

THE BULLY

What (not who) is a bully? No names, please. What kind of things do bullies do? Why do you think some children do these things? What should be done about bullies? Who is going to do that? What can other children do about bullies?

THE OUTSIDER

What is an outsider? How does it feel to be an outsider? How does someone become an outsider? What could he/she do to get into a group? How could others help an outsider? Do any of you feel like an outsider? What could be done about that?

THE GROUCH

What is a grouch? How do they get that way? What makes you feel grouchy? Do you have the power to turn others into grouches? Who? How? Do you have the power to turn grouches into nice, happy, friendly people again? How? What's a good thing to do when you feel grouchy?

THE GOOD FRIENDS

What is a good friend? Is it important to have friends? Why? How do you make friends? What would make you decide that you wanted someone for a friend? What would make you decide that you did not want someone for a friend? Have you ever told your friends that you appreciate their friendship? Why or why not?

THE HELPER

What are some of the things that this classroom character might do? Is it ever difficult to be a helper? How do others feel about helpers? Who do you know who is a helper? What traits does a person need in order to be a helper?

THE KNOW-IT-ALL

What is a know-it-all? Why do some people act this way? What problems could a know-it-all have by acting this way? How do people usually feel about know-it-alls? What would be some helpful ways to act toward know-it-alls?

THE CHEATER

What is a cheater? How is it possible to cheat at school? Where else do some people cheat? How? Why do some people do these things? How do you feel about cheating? Who gets hurt by the cheater? How does the cheater hurt others? How does the cheater hurt himself/herself?

THE QUITTER

What is a quitter? Why is it not good for someone to be a quitter? Does a quitter cause problems for anyone else? What could be done to help someone quit being a quitter?

THE THIEF

What is a thief? What might a thief take at home? At school? Why do some kids sometimes take things that do not belong to them? Is it wrong for people to take things that do not belong to them? Why? Have you ever had something taken that was very important to you? How did you feel?

THE CLOWN

What (not who) is a class clown? What problems does the clown cause for others in the class? For himself/herself? Why do you think some kids act like a clown? What things could be done to help the clown stop clowning?

THE TEASE

What is a tease? What are some things that some children tease others about? Have any of you ever been teased? How did you feel when people were teasing you? Why do some people tease so much? What can a person do when they are being teased?

SOURCE:

Bruce McMyler
Parkview School
Plymouth, WI 53073

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

FAMILY PAPER DOLLS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students express and deal with family issues through individual counseling.

GRADE LEVEL: K-3

GROUP SIZE: Individual

TIME: 30 minutes

SPACE REQUIRED: Counseling Office

MATERIALS NEEDED: Paper, crayons or markers, and laminating machine.

SUMMARY:

During an initial counseling session, ask the child to draw and color a picture of each member of his/her family. Cut out each family member's picture and laminate. The child can use his/her personalized "Family Paper Dolls" to deal with family issues in upcoming counseling sessions.

SOURCE:

Janet Stevens
School Counselor
Garfield Elementary School
3212 1st. Ave. South
Billings, MT 59102

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

FAMILY PAPER BAG PUPPETS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students express and deal with family issues through individual counseling.

GRADE LEVEL: K-4

GROUP SIZE: Individual

TIME: 30 minutes

SPACE REQUIRED: Counseling Office

MATERIALS NEEDED: Paper, small paper bags, scissors, glue and crayons.

SUMMARY:

Enlarge and duplicate family puppets. Ask the child to select and color appropriate puppets to represent his/her family. Cut out the puppets and glue to small paper bags. The child can use his/her personalized family paper bag puppets for individual counseling sessions. The puppets are helpful in role playing family member's roles and the significance of each role to the family.

SOURCE:

Treva Richter
REACH Handbook
Roanoke Co. Public Schools
526 College Ave.
Salem, VA 24153

DELIVERY METHOD:

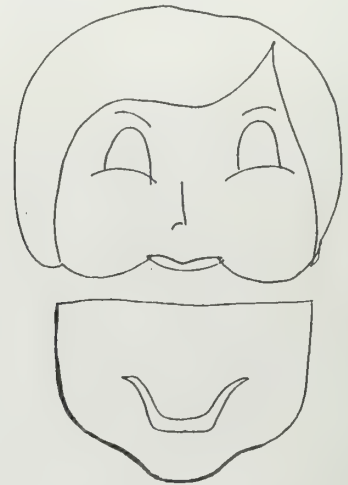
Guidance Curriculum
Individual Planning
• Responsive Services
System Support

FAMILY PAPER BAG PUPPETS

MOTHER, STEP-MOTHER, ETC.



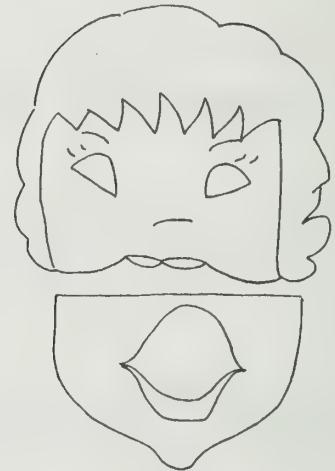
FATHER, STEP-FATHER, ETC.



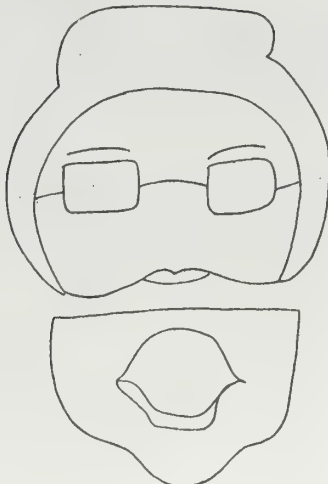
SISTER(S)



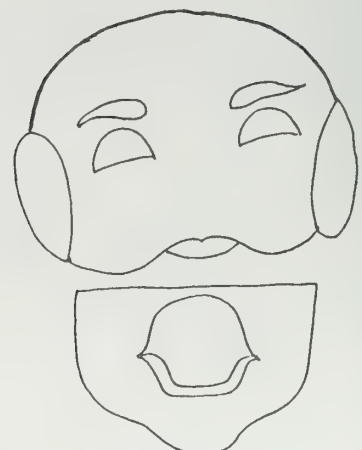
BROTHER(S)



GRANDMOTHER



GRANDFATHER



YOU ARE NOT ALONE

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To explain student assistance support groups to elementary students.

GRADE LEVEL: 1-3

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Story of "Pepper" and Group Sign-up sheet.

SUMMARY:

New Holstein Elementary School uses the following story and discussion to explain their student assistance support groups to elementary students.

INTRODUCTION: How many of you have had too much candy to eat or drank too much soda? These things all taste good at first, but if we eat or drink too much, we will become sick. Drinking too much can also make moms, dads, brothers, sisters and grandparents sick. If this happens in our house, we get upset and we need to talk to someone, so we don't become sick. How do we feel when we keep things inside of us instead of talking about them?

I have a book I'd like to read to you which is called Pepper. Pepper is a little dog who was feeling lonely, sad, and bad because his master, Mr. Jones forgot to take care of him. Pepper meets some new dog friends one day and they help him understand what's wrong with Mr. Jones.

Read the story of Pepper and then discuss:

--Why was Pepper sad and lonely?

--Why did Mr. Jones forget things?

--Why could Pepper be happy even if Mr. Jones drank?

There are many children who feel like Pepper--even in this school, because someone at home drinks too much or used to drink too much. They feel alone and need to share some of these feelings they don't like inside of them.

There is a group of other boys and girls that have these same feelings because of someone's drinking or other drug use. The group meets once a week.

(Pass out attached slips of paper. Tell children that if they sign up to be in a support group, someone will come to talk to them personally.)

If you circled "yes" someone will come and talk to you concerning the meetings - when you'll meet, where it will be, and answer any questions that you may have.

SOURCE:

Joseph A. Wieser
Elementary Principal
New Holstein Elementary School
2226 Park Avenue
New Holstein, WI. 53061

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

This activity was presented at the 1992 National Student Assistance Conference in Kansas City, MO.

PEPPER

Pepper was a puppy, who had fun things to do - like chasing sticks, chewing bones, or sleeping in his little home. Sometimes Pepper didn't have much fun - like when it rained or when his friend, Mr. Jones, forgot to feed him.

One day Mr. Jones forgot many things. He didn't take Pepper for his walk. He didn't put meat in his dish. Mr. Jones even forgot to pet Pepper. By night time Pepper was very hungry and very lonely. He thought he better let Mr. Jones know what he forgot to do. First, Pepper took his leash and looked hopefully at Mr. Jones. Mr. Jones didn't see Pepper. Pepper whined, "Remember our walk?" Mr. Jones didn't hear him.

Pepper jumped up against Mr. Jones' leg. Mr. Jones did something he had never done before. He slapped Pepper. "Go away!" Pepper felt very bad. He picked up his blanket and laid down in a corner. A tear rolled down his cheek. "I wonder why Mr. Jones is mad at me. I must have done something bad."

But Pepper could not think of WHAT he had done that was bad. All the while Pepper felt more and more hungry. "Woof! Woof! It's time to eat," he barked.

Mr. Jones was in his chair and had a hard time waking up. Pepper barked a long time. Finally Mr. Jones was awake. He looked at the clock. He looked at Pepper. He said, "I'm sorry. I forgot to feed you. I'm sorry. It won't happen again."

For awhile Mr. Jones did remember. Then one day he forgot again. He forgot the walk. He forgot the food dish. He forgot to pet Pepper.

The next day Mr. Jones felt very badly and said he was sorry. Then he forgot again. More and more days he forgot the walks, the food dish, and Pepper.

Pepper saw that when Mr. Jones forgot things he felt sick. Pepper also saw that when Mr. Jones forgot things there were many bottles in the house. They smelled funny. Pepper tasted what was inside the bottle Mr. Jones drank from. It made him dizzy. Pepper felt very bad, very sad, very mad, and wondered what to do.

The next time Mr. Jones forgot, Pepper went for a walk by himself. He met another dog who said maybe Mr. Jones was sick. Sometimes when people are sick they forget things. Sick people should see a doctor.

Mr. Jones didn't understand Pepper when Pepper tried to tell him to see a doctor. So Mr. Jones kept getting sicker and sicker. Pepper felt sadder and sadder. Until one day Pepper found some new friends.

He found his new friends at a meeting some people were having. The people all sat on chairs around a big table. "What's going on here?" asked Pepper. "Shh," said a dog named Fred, "Listen!" Pepper listened. A man was talking about being sick and needing help.

"I know someone who is sick and needs help," said Pepper. "I know someone with many bottles," said Pepper. "Shhh," said Fred. "Listen!"

Another lady said she got well when she stopped drinking what was in the bottles. She used a big word Pepper never heard before. She said it was alcohol that was in the bottles.

"What is alcohol?" Pepper asked Fred. Fred whispered back, "Alcohol is what some people drink. It makes some people feel funny. It makes some people sick when they drink too much." "Is that why Mr. Jones forgets to feed me, and take me on walks, and forget to pet me?" "Uh huh," said Fred stretching.

"Oh," said Pepper. "I thought he was mad at me." "No," said Fred, "Mr. Jones is not mad at you. Mr. Jones forgets because he drinks too much."

"Now I don't feel so bad, so sad or so mad," said Pepper, "because I know it's not my fault." "That's good," Fred told him. "Soon Mr. Jones will feel so sick he may see a doctor. Then maybe he won't forget so much. Maybe he will join a meeting like this one."

"Hey!" Pepper barked. "Let's be friends and play together. Race to that fence!" Mr. Jones saw them playing. He wondered what happened at the meeting. He wondered what made Pepper feel happier.

GROUP ?????

_____YES

_____NO

NAME: _____ GRADE: _____

TEACHER: _____



SAYING GOODBYE

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students, who have experienced a loss, cope with their grief.

GRADE LEVEL: K-4

GROUP SIZE: 1-6 students

TIME: Varies

SPACE REQUIRED: Group room or office

MATERIALS NEEDED: *Saying Goodbye: Activity Book* by Jim Boulden (Source cited below).

SUMMARY:

Jim Boulden has published a series of activity books for children. The *Saying Goodbye: Activity Book* is used and recommended by several Montana elementary counselors as an excellent resource for bereavement support groups or for individual grief counseling.

Saying Goodbye tells a touching story about death, accompanying feelings, reactions, and coping. The story is depicted through cartoons, allowing for the child's interaction through coloring, drawing or writing. The activity book could be used as a supplement to a group, as an aid to individual counseling, or as a resource to parents.

Jim Boulden has created a series of activity books, which currently includes the following:

Let's Talk: Early Separation and Divorce Activity Book

All Together: Blended family Activity Book

Alone Together: Single Parent Activity Book

My Secret: Parental Substance Abuse Activity Book

My Story: Divorce and Remarriage Activity Book

Feeling Good!: Self Esteem Activity Book

SOURCE:

Boulden Publishing
P.O. Box 9249
Santa Rosa, CA 95405

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support



It is okay to be mad when
someone dies and
we are left alone. We miss
them very much.

It is also okay to be happy
when a loved one dies, as they
no longer feel pain.

It is especially okay to cry and
cry and cry. In fact,
crying is a good thing to do.

PURPOSEFUL GAME PLAYING

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

GOAL: SEE BELOW

APPLICATION:

PURPOSE: To help students deal with personal/ social issues through purposeful group games.

GRADE LEVEL: K-8

GROUP SIZE: Five or less

TIME: 30 minutes per session

SPACE REQUIRED: Office or group room

MATERIALS NEEDED: See below

SUMMARY:

The following games are used with small groups of students to help them communicate emotional events in their lives and to open the door for healthy expression of feelings. Special groups are designed around the needs of the students, grades K-8. In these groups, the games are the primary tool. Each week, the session begins with a brief sharing time followed by the chosen game. At the end of the session, there is time for feedback, processing and an appropriate assignment is given to each student to work on throughout the week. The games should be selected based on the needs of a particular group. The following games are used and submitted by the school counselors listed below.

COGNITIVE COUNSELING GAMES - Available from: Cognitive Counseling Resources, 3430 S. Dixie Dr. Suite 201, Dayton, OH 45439. This series includes 11 different games which focus on cognitive coping skills. Specific games include: No To Drugs Game, Changing Family Game, Stress Management Game, Social Skills Game, Anger Control Game, Self-Concept Game, Classroom Survival Game, Assertion Game, Self-Control Game, Depression Management Game, and Anxiety Management Game.

THE UNGAME - Available from: Social Studies School Service, P.O. Box 802, Culver City, CA 90232-0802.

A board "game" which has no winners or losers, but instead allows people to share their thoughts and feelings. Players move tokens on the board by the throw of a dice. Depending on where they land, they must draw a card and respond to it, ask a question of another player, make a statement, or follow other directions. All action focuses on what the players think, feel and do. Recommended for ages 5 and up.

FAMILY HAPPENINGS - Available from: Kids in Progress, Inc. 2749 3rd Street, Eau Claire, WI 54703.

This is a therapeutic board game which deals with the thoughts, feelings and behaviors associated with family dynamics. It is educational and therapeutic in that it helps the child to better understand and accept family changes. Specialized categories deal with separation and divorce, alcoholism, remarriage, death, child abuse and neglect, adoption or birth, family relocation and some school problems. Recommended for ages 5 and up.

TALKING, FEELING AND DOING GAME - Available from: Childsworld/Childsplay, Center for Applied Psychology, 441 N. 5th St., 3rd Floor, Philadelphia, PA 19123. This is a therapeutic game to help children deal with issues most meaningful to them. It allows counselors to engage in a therapeutic dialogue, modeling self-disclosure and providing direct input into the child's most pressing concerns. Recommended for ages 4 - 11.

IN A PICKLE - Available from: American Guidance Service, P.O. Box 99, Circle Pines, MN 55014. This is a fun, educational program to be used with children aged in two groups, K-3 and 4-6. The game includes strategies for problem solving and may be used in the classroom, small groups or in individual counseling. 240 problem solving cards are housed in a pickle jar with 5 topical groups: relationships, decision making, study skills, health and safety, and potpourri.

SOURCE:

Betty Selvig
Laurel Public Schools
410 Colorado
Laurel, MT 59044

Terry Stensaas
Big Timber Grade School
P.O. Box 887
Big Timber, MT 59011

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

BELLS OF CARING

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To encourage students to do acts of caring for each other.

GRADE LEVEL: 1-2

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Paper bell for each student, bell stickers, art materials (glue, glitter, crayons, paint)

SUMMARY:

INTRODUCTION: Present and define the word "Kindness". Have the students expand upon the definition by giving examples from their own experiences. Tell the story "Bells of Caring".

BELLS OF CARING

Once upon a time there was a little town on a small bit of land that jutted out into the great sea. In the center of the town was a tall, white tower. The tower had beautiful windows made of many colored pieces of glass. But the most wonderful part of the tower were the three bells. The largest bell had a deep voice and rang out very slowly. "Bong, bong". (Counselor demonstrates). Above this bell hung a smaller bell. Its voice rang, "Ding-dong, ding-dong". (Again demonstrate). Above this hung the smallest bell. It rang quickly and sounded, "Ding-a-ling, ding-a-ling". (Demonstrate)

Next, ask the class, "Would you like to be the bells in this story? Great! Let's practice!" (Divide the class into three groups and assign one bell to each group. Practice the sounds). Continue with "Bells of Caring" story:

The people in the town named the bells the "Bells of Caring" because each time someone was helped the bells rang out. Their voices sounded together like a happy song. For example, when Jason helped the widow, Mrs. Jones, to carry her groceries, the bells sang. (Have the class make their bell sounds). And when Mary helped her brother Bill, with his spelling words, the bells rang. (Have the class "ring out" again). One day the bells became silent. No one was caring anymore. Days turned into weeks and weeks turned into months and still the bells were silent. Then one day some children found a kitten. It was very cold and very hungry. The children took the kitten home and put it by the fireplace. They fed it some milk. All of a sudden the bells rang out with a very happy song! (Indicate for the class to "ring") And from that day until this, in the little town by the sea, whenever someone does a caring deed, the bells ring out!!

DISCUSSION: Have the students generate ideas for acts of kindness that they could do for each other.

ACTIVITY: Pass out paper bells. Have students decorate the front of their bell with the art materials provided. Their names should be written in the lower section. Explain to the students that their bells will be displayed on a bulletin board and that for every act of caring throughout the next month, the teacher will place a star on the student's bell.

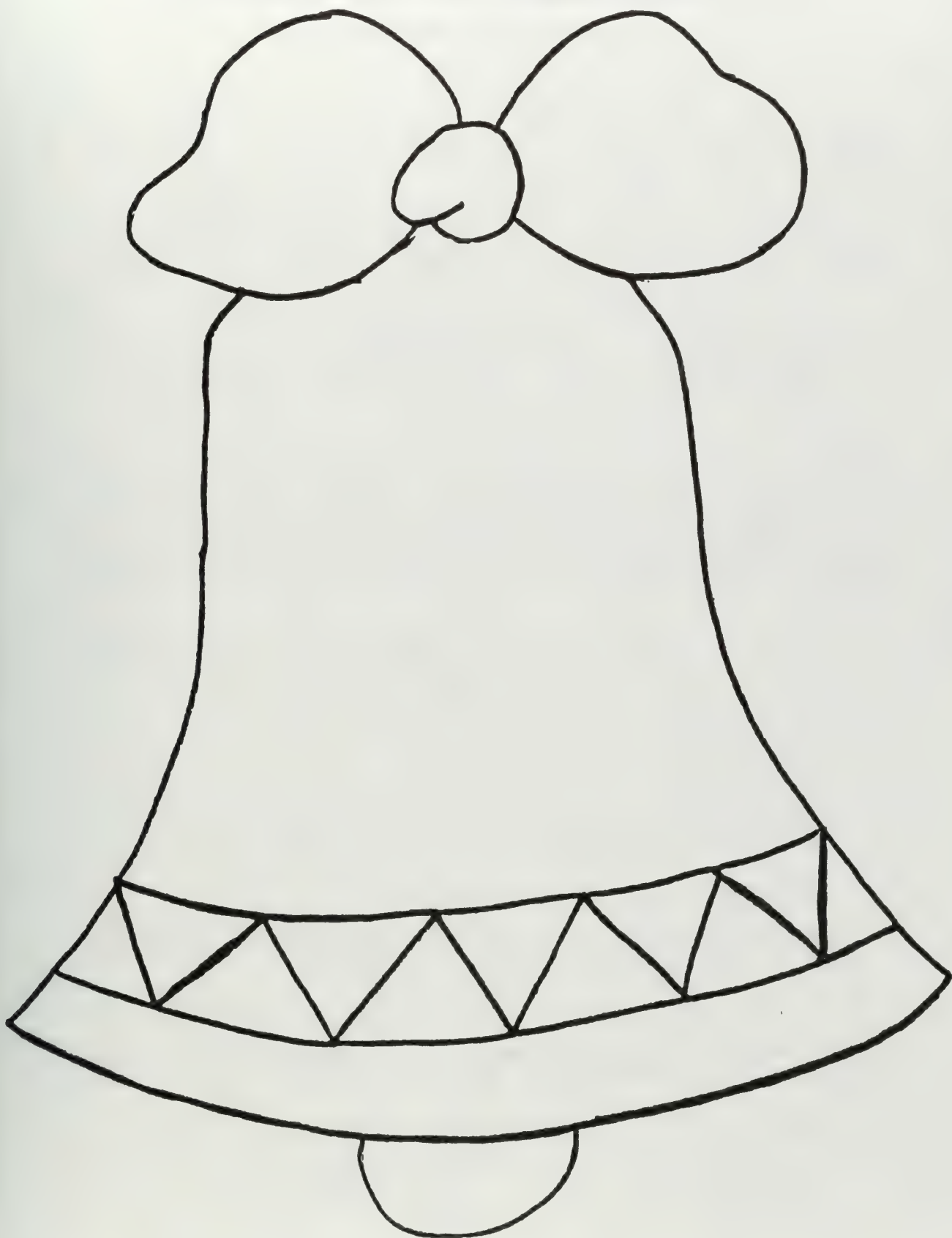
SOURCE:

PIC Newsletter (Nov/Dec 1988)
Mar*Co Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

BELLS OF CARING



MAKING FRIENDS BY USING GOOD MANNERS *ACTIVITY*

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students develop good friendship skills.

GRADE LEVEL: K-3

GROUP SIZE: Class

TIME: 30-45 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Hand-drawn or cartoon style characters.

SUMMARY:

Start with a general discussion of the word "friendship". What is a friend? Think of someone you would like for a friend. What is there about this person that you like? Think of someone you would not like. Why not? Do not take words like "good", "nice", "bad", or "hateful" for answers---ask for behaviors. The discussion should lead to the idea that people who are liked and have many friends are those who also use good manners. Show pictures of the following made-up characters who do not use good manners. Would you want them for a friend?

GREEDY---has beautiful toys, but never wants to share them with anyone because he is selfish.

RIP---tears up papers, books and magazines that belong to other people.

SMASH---deliberately breaks things for the fun of it.

RUIN---destroys things that belong to other people.

NOISY---always talking and making noise when he should be working quietly. Disturbs other children so much that they can hardly think.

THOUGHTLESS---selfish person who thinks only of herself.

CARELESS---spills things, drops crayons and pencils on the floor and doesn't bother to pick them up. Causes most of the classroom accidents.

CRY BABY---wants everything his own way and when he can't have it, he simply cries.

Conclude the activity by allowing the students to draw a picture of themselves playing with someone whom they would like to have for a friend---showing that they know how to get along and are using good manners.

SOURCE:

Linda Morris
Roanoke Co. Public Schools
526 College Ave.
Salem, VA. 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

THE BAD MANNERS CHARACTERS



GREEDY



RIP



SMASH



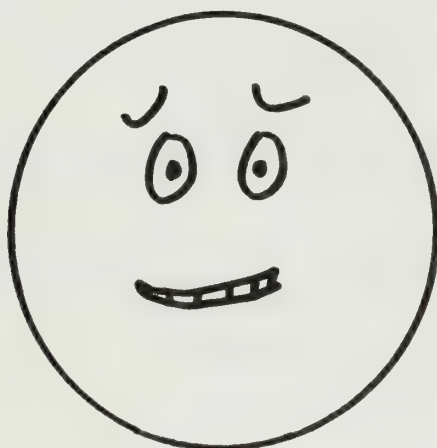
RUIN



NOISY



THOUGHTLESS



CARELESS



CRY BABY

FRIENDS CAN BE HELPFUL

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students develop good friendship skills.

GRADE LEVEL: 3-4

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: List of situations.

SUMMARY:

PROCEDURE:

1. Write each situation (listed below) on index cards.
2. Have a student draw a card.
3. The counselor can read the card and ask, "What could a friend do to help?"
4. Have the class discuss the situation or role play the situations by dividing the class into small groups. Each group is assigned a situation. They are instructed to create a role play and perform it for the class.

VARIATION:

After each group has been assigned a situation. They could role play first a "bad" response and then a "good" response to their situation.

SITUATIONS:

1. Jack is with his family at the park. Later you see him crying and when you ask him what is wrong he explains that he is lost.
2. Your best friend just found out she is moving away.
3. Joan lost her lunch.
4. Tom's pencil breaks during a test. He does not have another one.
5. Jane is locked out of her house. No one is home and no neighbor has a key.
6. Jim spills paint on his new shirt. He's afraid he mother will be real angry.
7. A girl has just moved into the house next door. She comes to school the first day and is in your class.
8. Sally loses the class ball during recess.
9. A new family moves in down the street. They have a child your age, but he wears real different clothes.

SOURCE:

Elementary Developmental
Guidance Program
Milton School District
409 No. Janesville Street
Milton, WI 53573

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

FRIENDSHIP IDEAS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students increase their understanding of the behaviors which help and hinder the formation of positive relationships.

GRADE LEVEL: 3-5

GROUP SIZE: Class

TIME: 20-30 minutes per activity

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of student handouts.

SUMMARY:

The following activities are excerpts from a unit on Interpersonal Relationships developed by the Sioux Falls School District. The activities were developed for grade 4, but could easily be adapted for 3-6.

FRIENDSHIP: The Friendship activity sheet could be used following a class discussion on friendship. Students complete the activity sheets, after which their comments could be shared with the entire class or in small groups.

WHAT IS A FRIEND? The What Is A Friend? activity sheet could be used to introduce or follow-up a discussion on the qualities we look for in a friend. After completing the activity sheets, have the students select their three most important qualities, and draw or write comments on how they could demonstrate these qualities to their friends.

WRITE SOME THINGS ABOUT FRIENDS OR FRIENDSHIP: Lead a class discussion using the statements illustrated on the dog. Have the students complete the written portion of the activity sheet, after which their comments could be shared with the class or in small groups.

SITTING ON A LOG: Tell and discuss the story "Sitting On A Log."

A STORY ABOUT MY FRIEND: Tell your students that the purpose of this activity is to build new friendships within the class. The students will be paired with a classmate. Each student will write a story about their classmate (new friend) and then give it to them. In order to write their story they need to ask their friend the following questions.....

Where were you born?

How many people are there in your family?

What is your favorite food?

What subjects do you enjoy in school?

What would you like to be when you are older?

Each student creates a story about their new friend by writing and drawing pictures which illustrate the questions above. After the stories have been finished, the students can share their stories with their new friend. The stories could be displayed in the room before giving them to the friend.

SOURCE:

Developmental Guidance and
Counseling Plan K-6
Sioux Falls School District 49-5
201 East 38th Street
Sioux Falls, SD 57117-5051

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

FRIENDSHIP

1. I am happy when a friend _____

2. I am unhappy when a friend _____

3. I think it is important for a friend to be _____

4. I enjoy talking to my friends about _____

5. One nice thing I have done for a friend is _____

6. One nice thing a friend has done for me is _____

7. Sometimes my friends make me _____

8. My friends think I am _____

9. Here is a story about a special time I shared with a friend. (Use the back of your paper).

WHAT is a FRIEND?

I think it is important for a friend to be:

(Place a number 1 by the one you feel is most important: a number 2 by the next most important, etc.)

1. ATHLETIC _____
2. CHEERFUL _____
3. CREATIVE _____
4. CLEAN _____
5. FORGIVING _____
6. HELPFUL _____
7. POLITE _____
8. SMART _____
9. TRUTHFUL _____
10. UNDERSTANDING _____

MY FRIENDS

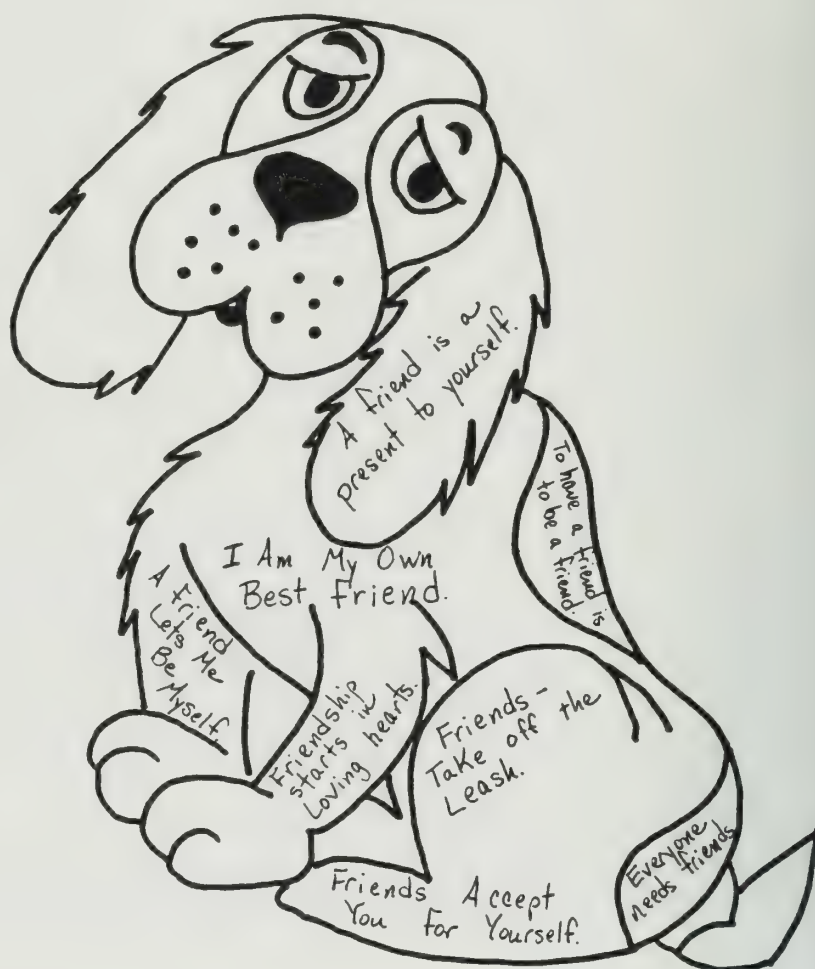
MY BEST FRIEND IS _____

I SHOW MY FRIENDSHIP BY _____

I LIKE FOR MY FRIENDS TO _____

I DON'T LIKE FOR
FRIENDS TO:

SOME THINGS I LIKE TO DO
WITH FRIENDS ARE:



SITTING ON A LOG

Once there was a handsome young rabbit named Hopper. He lived in a lush, secluded forest that bordered on the edge of a crystal clear lake. There was plenty to eat, lots of places to romp and play, and many nooks and crannies to explore.

Each day Hopper would journey to a clearing in the woods. He would have a breakfast of berries and leaves; then he would sit on a log watching the others play and he would softly sigh, "I'm all alone."

He saw a graceful doe skip to a fawn-colored friend. They rubbed noses, sniffed at each other and ran off together. Hopper moaned, "I'm all alone."

A monkey swung from a tree, one long arm dangling free. She reached over and tickled a monkey on a nearby branch. They laughed and chattered and tackled and raced each other from branch to branch. Hopper observed, lowered his head and mused, "I'm all alone".

Hopper heard a sharp, cracking noise behind him. He turned and saw a bushy tailed squirrel busily cracking open some acorns. The squirrel took an acorn and rolled it to a group of squirrels who were watching nearby. They rolled it back and forth, tossed it in the air and started a game of catch. Hopper sighed, "I'm all alone".

Hopper shifted his position on the log. He was getting restless. The log started to move, slowly at first. Hopper didn't notice. He was busy feeling sorry for himself. He shifted again. The log moved forward. It picked up momentum. Hopper was thrown from the log and rolled helter skelter through the leaves and undergrowth.

Bump! He came to a sudden stop. He had rolled into another rabbit. "Hey", said the other rabbit, "That looks like fun. Could you show me how to turn cartwheels?" Hopper paused, he stared at the other rabbit. A slow grin started to spread across his face. His whiskers twitched. The grin became a smile. Hopper laughed and grabbed his friend's paw. "Sure", he beamed. "It's easy. Let me show you." They romped off together toward some grassy knolls and Hopper realized he was not alone.

Moral of the story: Get off you log and reach out for a friend.

FRIENDSHIP

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To encourage friendship skills among classmates.

GRADE LEVEL: 2-6

GROUP SIZE: Class

TIME: NA

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to each activity.

SUMMARY:

ACTIVITY: SECRET FRIEND

Materials Needed: Tongue depressors, rubber bands, crayons, small box containing slips of paper with student's names on them.

The purpose of the "Secret Friend" activity is to foster good group relationships within the classroom and to promote friendliness among all members of the class. Explain the purpose to the students and help them plan a campaign to do nice things for others. This may include each student drawing the name of a "secret friend". During the week the students are to do something special for their "secret friend" each day and generally throughout the week--treat them in a special way. At the end of the week students make "Friendship Bracelets for their "secret friend".

FRIENDSHIP BRACELETS---Soak tongue depressors in warm water until pliable. Secure with rubber band to make shape of arm bracelet. Students decorate the outside of the "friendship bracelet. When the bracelets are completed, they give them to their "secret friend"--letting them know who they are.

THE SMILING GAME---The students play a game of collecting smiles. They count the times during the day that they can do or say something so pleasant, kind, or friendly that it will bring a smile to someone's face.

ACTIVITY: A GOOD FRIEND IS.....

Materials Needed: Large pieces of newsprint.

This activity can be helpful while leading a discussion on friendship and what makes a good friend. Have a volunteer lie down on a large piece of newsprint. Draw the outline of his/her body. Hang the drawing from a bulletin board or chalkboard.

Ask the class to think of this figure as that of a friend. Using their imagination, have the class give as many suggestions as possible by completing the sentence: "A good friend is....." Encourage the students to use specific behaviors. As the students come up with descriptive words, write them on the figure drawing. Put the feeling words - by the heart, the thoughts and ideas - by the brain, and the things that friends do for each other - by the hands and feet.

SOURCE:

REACH Manual
Roanoke Co. Public Schools
526 College Ave.
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

THE FRIENDSHIP TREE

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students recognize how to be a friend to others.

GRADE LEVEL: K-4

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: A Friendship Tree (without leaves) - could be a branch from a real tree, a tree made from construction paper, or a poster, a construction paper leaf for each student, and leaves with the names and descriptions below.

SUMMARY:

PREPARATION: Write the following names and qualities on construction paper leaves. You may want to create your own geared to the class and any particular problems. Be sure not to use names of students in the class.

Andy---I feel sorry for my friends when they feel bad.

Doris---I blame things I do onto other people.

Ruth-- I kick my friends.

Archie--I expect all my friends to be alike.

Thad--I like for my friends to like each other.

Troy--I get my friends to do things that I don't want to do.

Brenda--I like to talk all the time.

Samantha--I try not to get my friends in trouble.

Sammy--I talk about my friends behind their backs.

Gloria--I try to tell the truth to my friends.

Terence--I like to share my toys.

Sarah--I listen to my friends when they talk.

Peter--I am a tattletale.

PROCEDURE: Explain to the students that they are going to transform this tree into a beautiful "Friendship Tree", but first they have to learn "The Friendship Tree" song. Teach the song.

"The Friendship Tree"
(sung to the tune of the "Sweet Heart Tree")
They day there's a tree in the classroom,
On which there are friends of all kinds,
Come along with me to the friendship tree
And let's see if a friend you can find.

Ask one student to come up and choose from the named leaves. Be sure to stress that these are not people the students know, they are made-up students. The student reads the name and the description on the leaf. If the student thinks that this individual would make a good friend, the student puts the leaf on the tree. If not, it goes at the foot of the tree. Continue activity with other volunteers until all the leaves are gone.

When all the leaves have been read, review what the class decided were good friendship qualities, and those that weren't. Give each student a leaf of his/her own. Ask them to put their name on the leaf and allow them to decorate the leaf in any way they wish. At the end of the class, each student puts his/her leaf on the "Friendship Tree" while the class is singing the song.

SOURCE:

Beckie Webster
Roanoke Co. Public Schools
526 College Ave.
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

FRIENDSHIP CHAIN

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students recognize positive behaviors which facilitate friendships.

GRADE LEVEL: 2-5

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Strips of colored paper 3 x 18 inches, crayons, markers, chalkboard or chart paper.

SUMMARY:

Have students write their names on the left half of the strip. Make one using the teacher's name to demonstrate. Collect the strips and have the students gather in a circle.

Engage the students in listing, on the board or chart paper, positive behaviors in friends. Use the sentence, "A friend...." as a way to help them begin. Focus on behaviors, such as: is kind, is helpful, follows rules, listens, is polite, plays fairly. Avoid: is nice, as this does not identify a behavior.

As you read the name on each strip, ask the students to name two behaviors from the list that are true of the person whose name you have read. Using a marker, finish the sentence on the strip with the two suggestions. Example: "Bob is helpful and plays fairly."

Read the sentence when done and staple as a link for the chain. Add each strip to the chain as it is completed. Be sure to make a strip for the teacher and any absentees. When done, read every sentence on the "Friendship Chain." Make some general statements about how important it is to periodically notice and celebrate our friends' good qualities.

Leave the chain with the teacher to hang as a room decoration.

VARIATIONS: If the activity was done around the Christmas holidays, green and red strips of paper could be used.

SOURCE:

Carlabeth Mathias
Indian Meadows Elementary
4810 Homestead Road
Fort Wayne, IN 46804

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

COOPERATION

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students develop skills in group cooperation.

GRADE LEVEL: 2-4

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Crayons and white paper.

SUMMARY:

Assign each student a partner. Give each pair one box of crayons and one piece of white paper. Instruct the students as follows: "You are going to draw a picture with your partner. You may draw anything you like, as long as you both agree. The only requirement is that somewhere in the picture you must include a square, a circle and a triangle."

Once the students have completed their drawings, involve the students in a discussion of the activity.

1. Was sharing one piece of paper easy?
2. Did one of you do most of the drawing/thinking?
3. Did anyone disagree with part or all of the picture?
4. What kind of things made it easier to accomplish your assignment? (e.g., talking about what we were going to do, compromising, listening to each others' ideas, etc.)

The completed pictures could be displayed in the classroom, to remind students of the importance of cooperation.

SOURCE:

Betty Sandridge
Roanoke Co. Public Schools
526 College Ave.
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

WELCOMING NEW STUDENTS

ACTIVITY

CONTENT AREA: EDUCATIONAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help new students feel welcome and make a positive adjustment to school.

GRADE LEVEL: K-6

GROUP SIZE: NA

TIME: On-going

SPACE REQUIRED: NA

MATERIALS NEEDED: Duplicated Copies of student mini-booklet.

SUMMARY:

The mini-booklets serve as a helpful tool in assuring that students become acquainted with the school personnel. It can also have a positive impact on parent and school relationships.

Make duplicated copies of student mini-booklets, cut out and staple pages together. The student is given a mini-book when enrolling in school. The new student, along with a member of his/her class, takes the book with him/her as they visit school personnel. School personnel have an opportunity to welcome the new student and sign the book. When completed, the new student takes the mini-book home, so that the parents will have the names of the school personnel working with their child.

SOURCE:

Kay Coomer
Durgan Elementary School
1840 South 18 Street
Lafayette, IN 47905

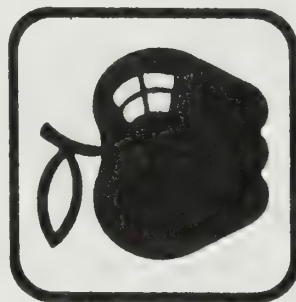
DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

Please xerox, cut apart, put in order, and staple.

You now have a book to distribute to a new student!

Welcome to Durgan School



Present your new student booklet to the staff member on your first visit.

Name _____

Grade _____

Teacher _____

Room _____

A visit with the secretary



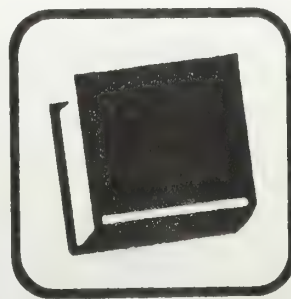
A visit with the counselor



A visit with the principal



A visit with the librarian



A visit with the food hostess



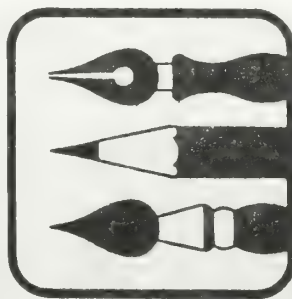
A visit with the P.E. teacher



A visit with the music teacher



A visit with the art teacher



RULES--MAKING THINGS WORK

ACTIVITY

CONTENT AREA: EDUCATIONAL - SOCIAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help students learn to work together in classroom discussion. To help students experience the need for rules and to actively participate in developing rules of their own.

GRADE LEVEL: 1-3

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: None

SUMMARY:

1. Introduce and discuss the importance of rules - Rules of daily life; fire drills; driving a car; rules in sports; etc. (Use whatever examples the group presents)
2. Whip: Go around and have each student share something they do that uses rules.
3. Play "Wazoo" game to illustrate need for rules. (Game explained below). Points that will be illustrated are - Rules are agreements; rules are needed to make things work.
4. Discuss rules that make classroom discussions work.
5. Agreement whip - Get verbal OK from each student as to rules.
6. Closing whip if time - Have each student state a personal rule they will make for themselves (such as not lying, etc.)

WAZOO:

1. Select six students to sit in a small circle in the center of the large circle.
2. Tell the "six" that they be playing a game called WAZOO. Ask if everyone is ready (creates anticipation).
3. Instruct students to begin playing the game....They will object, claiming that they can't play because they don't know how. Ask what they need in order to play - they will need rules.
4. Group leader agrees to give them the first rule: Select one person to be "IT", and have them stand up.
5. Now instruct them to start playing....They will say they need another rule. "You need another rule to make the game work?"
6. Second rule is offered by leader--"IT" goes around the outside of the circle tapping each student on the head saying "Wah", "Wah", "Wah", etc. each time he/she taps a student. Say: "OK NOW you can play the game". Have them carry out the two rules -- "You need another rule to make it work?"
7. Ask members to make up the next rules - one at a time, trying the game with each addition until a game is devised. (They will recognize the familiar game of "Duck, Duck, Goose" and usually make up similar rules).
8. Introduce concept of agreement. With each rule added get consent of other members to accept the rule. What can happen if people don't agree?
9. If kids make up a rule that won't work, have kids try it out, then agree not to use it if it doesn't work. Trust the kids to work this through.
10. This exercise can get loud with the students' enthusiasm. Try using show of hand for agreement rather than a verbal vote to make it quieter.

FOLLOW-UP IDEAS FOR TEACHERS:

Have students participate in making up rules and agreeing to them in the classroom when opportunities in the classroom arise. Example: When the students are not working well together in a discussion or classroom activity, stop the discussion and ask the students to suggest some rules that would help make it work. Students can also suggest effective consequences. When students are involved in making the rules, they are generally more receptive to following them.

SOURCE:

Peggy Mallette
School Counselor
Hellgate Intermediate School
2385 Flynn Lane
Missoula, MT. 59802

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

DO WE GO TO YOUR SCHOOL?

ACTIVITY

CONTENT AREA: EDUCATIONAL - SOCIAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help students recognize what type of behaviors are expected of them in school.

GRADE LEVEL: K-4

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Colored construction or xerox paper and access to laminating machine.

SUMMARY:

PREPARATION: Enlarge the character faces to fit on 8 1/2 x 11 inch paper. Copy each of the pages on colored xerox or construction page as indicated. Cut out the text for each page and paste to the back of each character page. Laminate and arrange pages in a story book format.

PAGE 1.	DO WE GO TO YOUR SCHOOL?	WHITE PAPER
PAGE 2	GREEDY GREEN	GREEN PAPER
PAGE 3	RUDY RED	RED PAPER
PAGE 4	BOUNCY BLUE	BLUE PAPER
PAGE 5	TAN TATTLE	TAN PAPER
PAGE 6	YELLING YELLOW	YELLOW PAPER
PAGE 7	POUTY PURPLE	PURPLE PAPER
PAGE 8	BUTT-IN BROWN	BROWN PAPER
PAGE 9	POKEY PINK	PINK PAPER
PAGE 10	TOMMY & TILLIE TRYER	WHITE PAPER

ACTIVITY: Read "Do We Go To Your School?" to the class. Discuss what is expected from students, in a positive way, at their school. Depending on the age, the class could rename the characters and give them positive attributes that would help them "get along better" in school.

SOURCE:

Adapted from:

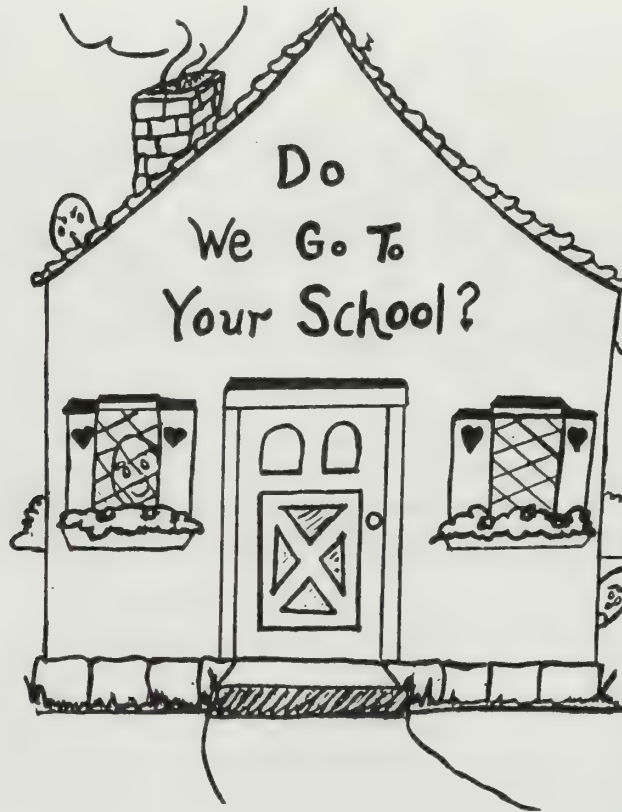
Caring and Sharing: Part I
State of South Dakota
Department of Education
and Cultural Affairs
700 Governors Drive
Pierre, SD. 57501-2291

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

PAGE 1

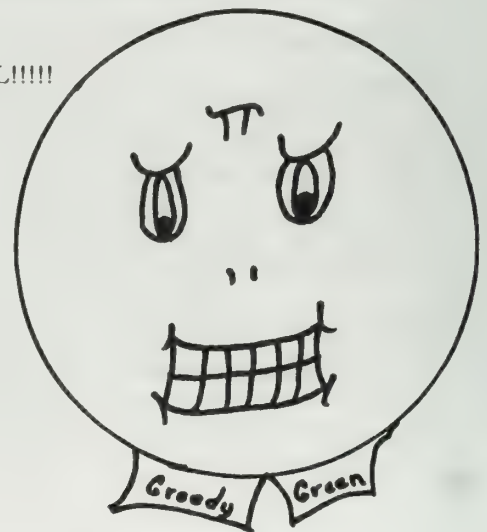
IT'D LIKE FOR YOU TO MEET SOME PEOPLE I
KNOW, ALTHOUGH I HOPE THEY DON'T
GO TO YOUR SCHOOL!



PAGE 2

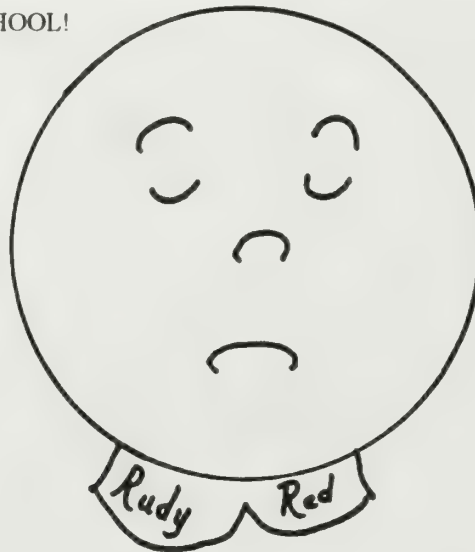
THIS IS GREEDY GREEN! GREEDY GREEN ALWAYS WANTS THE MOST, AND GREEDY GREEN ALWAYS WANTS TO BE FIRST. WHEN THERE IS JUST ONE COOKIE, GREEDY GREEN WANTS IT. WHEN THE KIDS PLAY BASEBALL, GREEDY GREEN WANTS TO BAT.....GREEDY GREEN NEVER THINKS ABOUT WHAT OTHERS LIKE. GREEDY GREEN ONLY THINKS ABOUT GREEDY GREEN.

I HOPE GREEDY GREEN DOESN'T GO TO YOUR SCHOOL!!!!



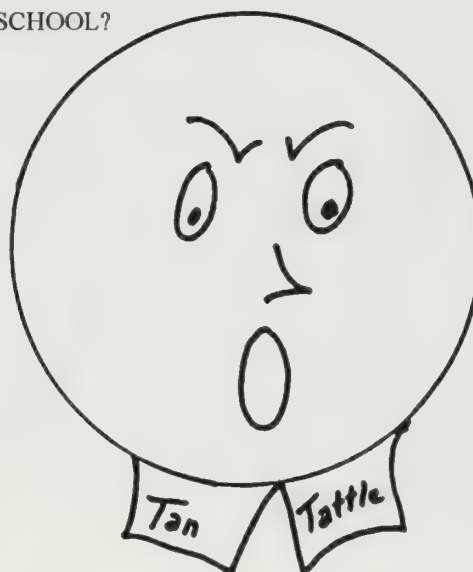
NOW I WANT YOU TO MEET RUDY RED! RUDY RED IS A GOOD FRIEND OF GREEDY GREEN, BECAUSE RUDY RED ALSO THINKS ONLY ABOUT RUDY RED AND DOESN'T LIKE TO TAKE TIME TO SAY "PLEASE" OR "THANK YOU". RUDY RED STANDS RIGHT IN FRONT OF THE CHALKBOARD WHEN PEOPLE ARE TRYING TO SEE IT AND MAKES LOTS OF NOISE WHEN PEOPLE ARE TRYING TO DO THEIR WORK AND IS SO RUDE WHISPERING AND RATTLING SCHOOL PAPERS DURING CLASS WHILE OTHERS ARE TRYING TO STUDY. RUDY RED HAS NO MANNERS AND SOON WILL HAVE NO FRIENDS.

I HOPE RUDY RED DOESN'T GO TO YOUR SCHOOL!



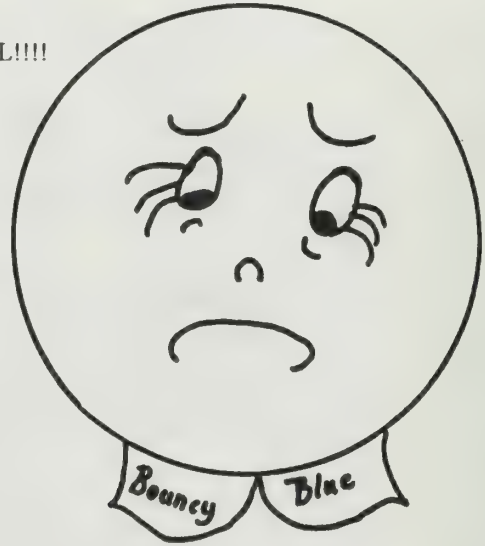
THIS IS TAN TATTLE WHOSE FAVORITE THING TO DO IS TATTLING. TAN TATTLE TELLS IF SOMEONE MAKES A FACE---OR THINKS SOMEONE IS GOING TO MAKE A FACE. TAN TATTLE IS ALWAYS WHINING THAT "SOMEBODY HIT ME OR THAT THE KIDS WON'T PLAY WITH ME" BY NIGHT TIME, TAN TATTLE IS ALL WORN OUT FROM RUNNING BACK AND FORTH TATTLING.

DOES TAN TATTLE GO TO YOUR SCHOOL?



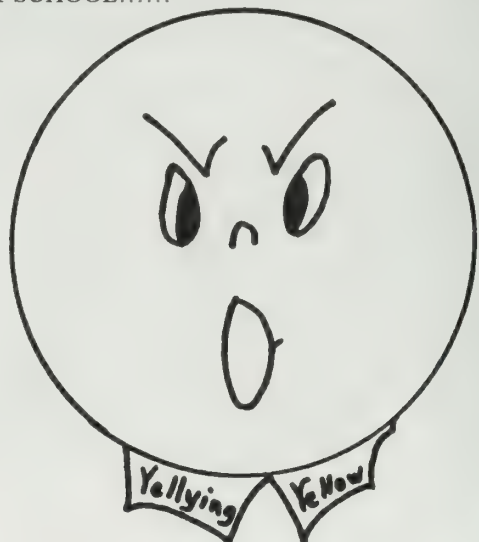
OH, HERE'S POOR BOUNCY BLUE! WE'LL HAVE TO BE VERY CAREFUL WHAT WE SAY ABOUT BOUNCY BLUE! BOUNCY BLUE IS ALWAYS DISCOURAGED AND BLUE ABOUT SOMETHING. IN CLASS BOUNCY BLUE COMPLAINS ABOUT NOT BEING ABLE TO COLOR AS WELL AS EVERYONE ELSE, OR THAT BOUNCY BLUE'S PARENTS WON'T HELP WITH HOMEWORK. BOUNCY BLUE ASKED SOMEONE TO PLAY, BUT THEY COULDN'T, SO BOUNCY BLUE IS NEVER GOING TO ASK ANYONE ELSE. NOTHING EVER LOOKS VERY GOOD TO BOUNCY BLUE, AND BOUNCY BLUE DOESN'T LOOK TOO GOOD TO OTHERS EITHER!

I HOPE BOUNCY BLUE DOESN'T GO TO YOUR SCHOOL!!!!



AND WE CAN'T OVERLOOK YELLING YELLOW! WHEN YELLING YELLOW IS AROUND, YOU CAN'T EVEN HEAR ANYONE ELSE....ALWAYS YELLING AND RUNNING AND MAKING A BIG RACKET. AT THE LUNCH TABLE, YELLING YELLOW TALKS LOUDER AND LONGER THAN ANYONE ELSE. IN A CROWD, IT'S EASY TO FIND YELLING YELLOW--- JUST LISTEN FOR THE LOUDEST VOICE! EVEN DURING SCHOOL YOU CAN SEE YELLING YELLOW RUNNING AND YELLING IN THE HALLWAYS.

LET'S HOPE YELLING YELLOW DOESN'T GO TO YOUR SCHOOL!!!!!!



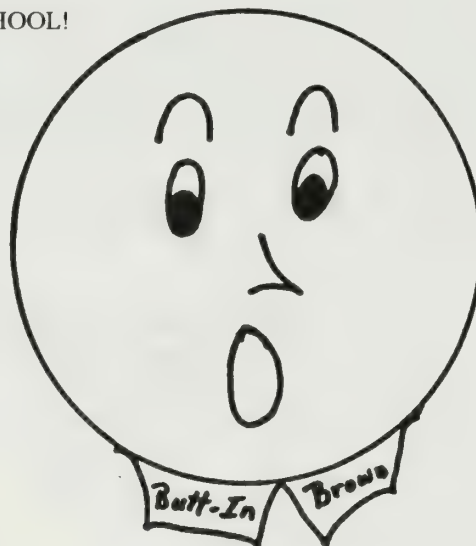
NOW I WANT YOU TO MEET POUTY PURPLE, BOUNCY BLUE'S BEST FRIEND!! POUTY PURPLE IS ALWAYS FEELING SORRY. POUTY PURPLE ALWAYS HAS TO DO MORE JOBS THAN ANYONE ELSE AND NEVER GETS TO DO ANYTHING NICE. POUTY PURPLE'S TEACHER LIKES EVERYONE ELSE BETTER, AND POUTY PURPLE NEVER GETS A CHANCE TO SAY ANYTHING IN CLASS.....POOR POUTY PURPLE NEVER HAS ANY FUN---POUTY PURPLE'S TOO BUSY POUTING!

DOES POUTY PURPLE GO TO YOUR SCHOOL?



UH-OH! HERE IS BUTT-IN BROWN! I'D BETTER HURRY AND TELL YOU ABOUT BUTT-IN OR I WON'T GET A CHANCE! WHENEVER SOMEONE STARTS TO TALK, BUTT-IN BROWN INTERRUPTS AND TALKS LOUDER. IF A FRIEND TRIES TO TELL ABOUT A TRIP TO THE ZOO, BUTT-IN BROWN BUTTS IN AND STARTS TELLING ABOUT GOING TO THE BEACH. WHEN SOMEONE IN CLASS TRIES TO ANSWER A QUESTION, BUTT-IN BROWN HOLLERS OUT THE ANSWER. MOST PEOPLE WISH BUTT-IN WOULD BUTT-OUT!!!

I HOPE BUTT-IN DOESN'T GO TO YOUR SCHOOL!



WHOOOPS, WE ALMOST FORGOT POKEY PINK! POKEY PINK ALWAYS COMES IN LATE, BECAUSE OF POKING AROUND UNTIL THE LAST MINUTE AND THEN CAN'T CATCH UP. POKEY PINK'S PARENTS HAVE TO CALL AND CALL TO GET POKEY PINK OUT OF BED EVERY MORNING. POKEY PINK POKES AROUND AND PLAYS UNTIL TIME TO LEAVE FOR SCHOOL THEN POKEY PINK IS LATE.....OF COURSE, POKEY PINK NEVER GETS ALL THE HOMEWORK DONE. POOR POKEY PINK ALMOST POKED ALONG TOO LATE TO GET IN THIS STORY.

HAVE YOU EVER SEEN A POKEY PINK? NOT AT YOUR SCHOOL, I HOPE!!!



LAST OF ALL I WANT YOU TO MEET TOMMY AND TILLIE TRYER! YOU WILL LIKE GETTING TO KNOW THEM! THEY ARE NOT SELFISH LIKE GREEDY GREEN AND NEVER RUDE LIKE RUDY RED. TOMMY AND TILLIE TRYER DON'T ENJOY TATTLING LIKE TAN TATTLE AND AREN'T ALWAYS DISCOURAGED LIKE BOUNCY BLUE. YOU DON'T HEAR TOMMY AND TILLIE TRYER RUNNING INSIDE AND HOLLERING LIKE YELLING YELLOW, NOR DO YOU SEE THEM WITH A LONG, GRUMPY FACE LIKE POUTY PURPLE.

TOMMY AND TILLIE TRYER ARE VERY CAREFUL NOT TO BUTT IN LIKE BUTT-IN BROWN AND NEVER COME IN LATE WITH POKEY PINK. THEY ALWAYS TRY TO THINK OF OTHERS! BECAUSE OF THIS, TOMMY AND TILLIE TRYER HAVE LOTS OF FRIENDS AND MAKE THEIR PARENTS AND TEACHERS VERY HAPPY, TOO. I HOPE YOU HAVE LOTS OF TOMMY AND TILLIE TRYERS GOING TO YOUR SCHOOL.

AND I HOPE YOU ARE ONE OF THEM!!!



CLEANY BEANY

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To teach students the importance of having respect for themselves, their property and the property of others.

GRADE LEVEL: K-5

GROUP SIZE: Class

TIME: 30 Minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Art paper and crayons.

SUMMARY:

Students need to learn to have respect for themselves, their property, and the property of others. As educators we have not succeeded in instilling these ideals into our students as evidenced by scarred and abused desks, walls filled with graffiti, and students who do not take responsibility for taking care of themselves or property. We need to make cleanliness and responsibility for property an appealing privilege rather than something performed at an adult's command. Thus, the story of Cleany Beany has been written to encourage elementary students to take pride in themselves and their property.

Read the story to the students, use the discussion questions and activities and then devise a plan to implement the ideas. After reading the story, ask the following questions to relate Cleany Beany to the students own personal experiences.

1. What do you think Cleany Beany's main goal was?
2. What do you think Cleany Beany would change at this school, your home, the homes around you, and your community?
3. How can we keep Cleany Beany alive?
4. If people don't care enough to take care of themselves, their property, and the property of others, what does this tell you about their personalities?

ACTIVITIES:

1. Divide art paper in half and draw a before and after Cleany Beany picture.
2. Make a plan to clean up the classroom and school.
3. Have the students make Cleany Beany tags to wear after things are cleaned up.

SOURCE:

PIC Newsletter(Nov/Dec 1990)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The Cleany Beany was submitted by Wanda Wood Adams, a school counselor from Cades-Hebron School in West Columbia, SC.

CLEANY BEANY

Years ago in a far away land an ordinary bean was born to an ordinary bean plant. The little bean looked around him and all he could see were rows and rows of other bean plants. But somehow this bean knew that he was no ordinary bean. In fact, he thought so much like a real person that he was almost like a "human" bean.

As he was walking along, he realized that since he was almost a "human" bean, he really wanted to do something to help the humans that he came in contact with. But what in the world could he do? Humans seemed to be so smart, and of course they had all the toys, machines, cars, houses, and schools that any human could want. So how could he do anything to help these humans improve themselves?

He thought and he thought as he walked, about how he could be of help. As he passed by these humans and their possessions, he began to notice some very strange things about them. Even though the humans had all the things that they could want, they didn't take care of them. Desks that should have been kept neat and clean were scarred and written on. Valuable books, that the bean would have liked to read, were torn and marked on. What could have been a lovely flower garden to brighten up the lives of the humans was used as a dumping ground for trash and garbage. A smiling girl who was proud of her colorful balloon turned into a sad, tearful girl as she saw her balloon destroyed by another human, who wanted to tease and hurt her.

The bean became very sad at the way humans were treating their property. He walked on and saw old cars heaped up in piles, because no one cared enough to take care of them. He saw walls written on, starving pets, dirty children, messed up bedrooms, sloppy kitchens, trashy schools, broken toys and hundreds of other messy things. "Oh! This is more than I can take!" moaned the bean. "I must do something!" So the bean put on his thinking cap to come up with a solution for the terrible habits that the humans had fallen in to.

"I know what I'll do!" cried the bean. "I'll go on a clean-up campaign across the country. From now on I'll call myself Cleany Beany, and I'll go around making broken and messy things clean and sparkling again." He made desks that had been written, look brand new. He made abused books, clean and crisp again. He cleaned up the trashy gardens. He dried the tears of the little girl and got her another balloon. Besides all of these jobs, he made thousands of other broken things, look like new again.

When the humans saw the beautiful changes that Cleany Beany was making, they too began to take pride in their possessions. They started cleaning up their own homes, schools, and businesses. Before long, Cleany Beany's fame was known throughout the land. Cleany Beany had truly taught the smart humans something of great value.

Years have passed since Cleany Beany walked the land. And yet, you can still see the results of his hard work. His dreams and goals have been passed on from one human to another. And, even now when you come in contact with people who take pride in their property, and the property of others---They may be called "Cleany Beanies." I am happy to say that Cleany Beany still lives on as we continue his good work by making things cleaner and more beautiful than they have ever been before.

THE SCHOOL SHIELD

ACTIVITY

CONTENT AREA: EDUCATIONAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help students develop positive attitudes toward their school.

GRADE LEVEL: K-4

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of the "School Shield" handout and crayons.

SUMMARY:

This activity can help students express their feelings about school, and at the same time, provide some important insights to the counselor and teacher about the student.

Distribute the handouts and ask the students to draw pictures in the four boxes which express how they feel about school. Select one topic for each box, such as:

What I like best about school

Something I don't like at school

My favorite place at school

What I do well at in school

What I would change about school, if I could

Ask the students to share their "School Shield" with the class. Summarize ideas. Discuss the importance of "liking" school. Discuss how individuals can help themselves and others to like school. Questions might include: "Were there any similarities in your responses? Differences? What are your feelings about school? Is it possible to like just certain things in school? What would they be? How is liking school going to help you? Can we help each other like school?"

Summarize with the idea -- Having good feelings about school is going to help us belong and make us want to do our best.

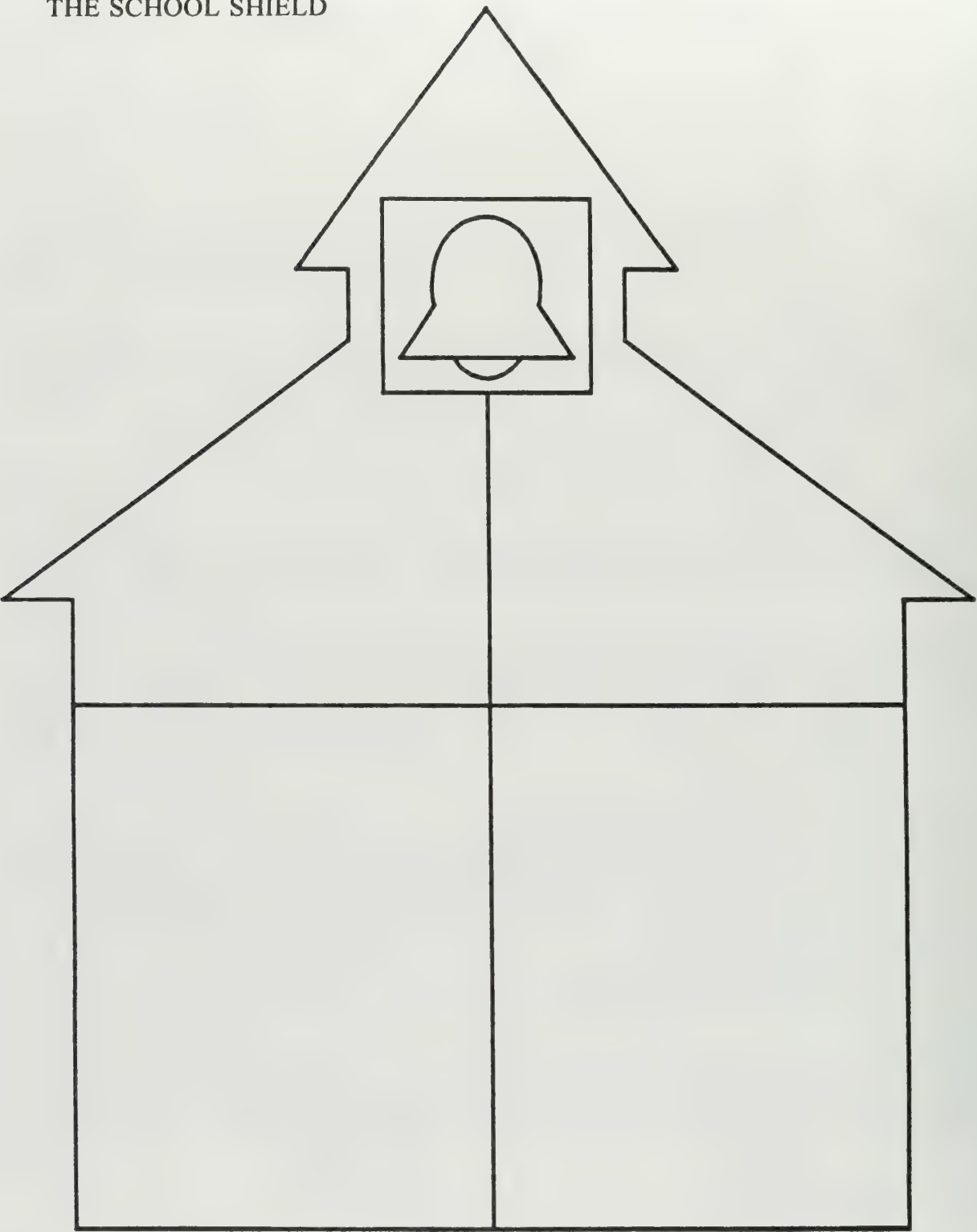
SOURCE:

Elementary Developmental
Guidance Plan
Orange Co. Public Schools
445 West Amelia Street
Orlando, FL. 32802-0271

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

THE SCHOOL SHIELD



FOLLOWING DIRECTIONS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To illustrate the importance of listening .

GRADE LEVEL: 2-4

GROUP SIZE: Class or small group

TIME: 10 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Blank pieces of paper and crayons for each student.

SUMMARY:

The counselor gives each student a white piece of paper and a box of crayons and then reads the following:

I have a list of eight instructions that I am going to read to you. Listen to all the instructions before you do anything.

1. Put your name at the top of your paper.
2. Put a green circle in the middle of your paper.
3. Stand up and count to five, out loud
4. Draw a line around your name.
5. Make a red check in the green circle.
6. Jump up and down 2 times.
7. Laugh
8. Smile at your counselor.

If you followed directions, you should not have done anything but listened.

DISCUSSION:

How many of you knew you should be "just listening", but got caught up in what you classmates were doing?

Were you influenced by others around you? Is that good or bad?

Why is it important to follow directions?

Why is listening such an important skill to have?

SOURCE:

Elementary Guidance and
Counseling Curriculum
Appleton Area School District
P.O. Box 2019
Appleton, WI 54913-2019

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

CREATIVE PROBLEM SOLVING

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help students develop skills in problem solving.

GRADE LEVEL: 3-4

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *The Peach Tree* - DUSO IR, Book 3, white paper (1 sheet per student), scissors, pencil, and crayons.

SUMMARY:

INTRODUCTION:

Read and discuss the story - *The Peach Tree* in DUSO - with the class. (Students choose one or two endings for the story). Discuss the consequences of each choice. Ask students to give examples of decisions they make in their own lives.

Examples: Do my homework or watch TV after school.
 Steal gum or lose a friend.
 Be mean to friend "B" to keep friend "A"

PROCEDURE:

1. Tell students that they are going to practice exploring alternatives to make a decision.
2. Ask the students to brainstorm the type of problems that students may have. List the problems on the chalkboard.
3. Ask each student to choose one problem they have. They will draw a picture of the problem and two possible solutions. Give each child one piece of paper. Instruct the students to fold the paper in quarters then open it out again. Have the students cut on fold line of one quarter and draw a line to divide the bottom half into two drawing spaces.
4. Draw a picture of the problem on the uncut half of paper/divided by line.
5. Have students write a problem statement across the top of the paper where the problem is drawn.
6. Turn paper over.
7. Draw a picture of two solutions on the uncut half of paper/divided by line.
8. Label flaps covering solutions: Decision 1 and Decision 2
9. Ask students to circle the picture of the solution they'd choose or have the students present their problem/solutions to the class and ask for their suggestions.

SOURCE:

Wisconsin State Counselors' Association - SwapShop 1988

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

THINK WHAT WILL HAPPEN

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help students look at the consequences of their actions.

GRADE LEVEL: K-2

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of THINK TAGS, scissors, and crayons.

SUMMARY:

BROWNIE'S STORY:

Tell the story about a little bear named Brownie who was a good little bear, but he didn't stop to think about what would happen before he did things. (You can make this up any way you want, but make sure Brownie does lots of things like -- deciding to have cake and honey for breakfast -- not take a bath -- stay up all night -- lots of sweets for a snack, etc.) Retell the story, having students raise their hands every time Brownie doesn't think before he does something. Ask the students to imagine what might happen as a result of each action. Stress that Brownie is not bad, he just didn't stop to think.

"THINK WHAT WILL HAPPEN" GAME:

Teach the following song to the class. (Tune of Pop, Goes the Weasel)

Before you do whatever you want
Like sleeping late or slappin'
Remember that it always works best
To THINK what will happen.

Ask for volunteers to come to the front of the class and say the following to the class. Counselor will need to whisper to each child what he/she is supposed to say - statements listed below. As the students says the statement to the class, they sing the "Think What Will Happen" song, and discuss what might happen if the student did what he/she said. The student then decides whether he/she really wants to do that or not.

Student statements:

.....I'm going to sleep till noon today.
.....I don't want any breakfast today.
.....You are a bunch of dummies.
.....I'm going to play ALL the time!
.....I'm not going to listen to my teacher today.
.....I'm going to play across the street.

THINK TAG ACTIVITY:


Give each student a Think Tag. Have students cut out the tags. (Counselor will need to do this for younger students). Students draw something that they need to remember to THINK about , before they do it. It may be helpful to brainstorm possible ideas before the students begin to draw.

SOURCE:

Becky Webster
Roanoke Co. Public Schools
526 College Ave.
Salem, VA. 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



THINK

TAG

DECISION WEBBING

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help students identify alternatives and consequences related to a given problem.

GRADE LEVEL: 4-6

GROUP SIZE: Class

TIME: 40 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Chalkboard.

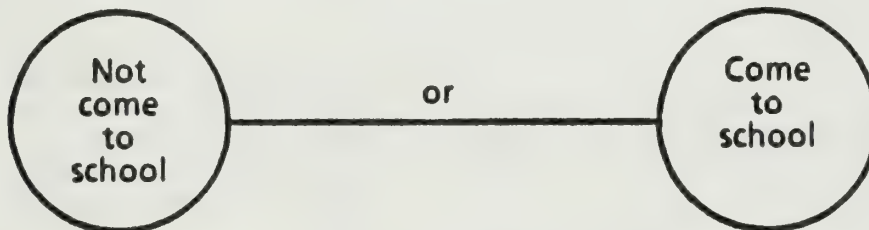
SUMMARY:

Write the following words on the chalkboard and discuss their meaning.

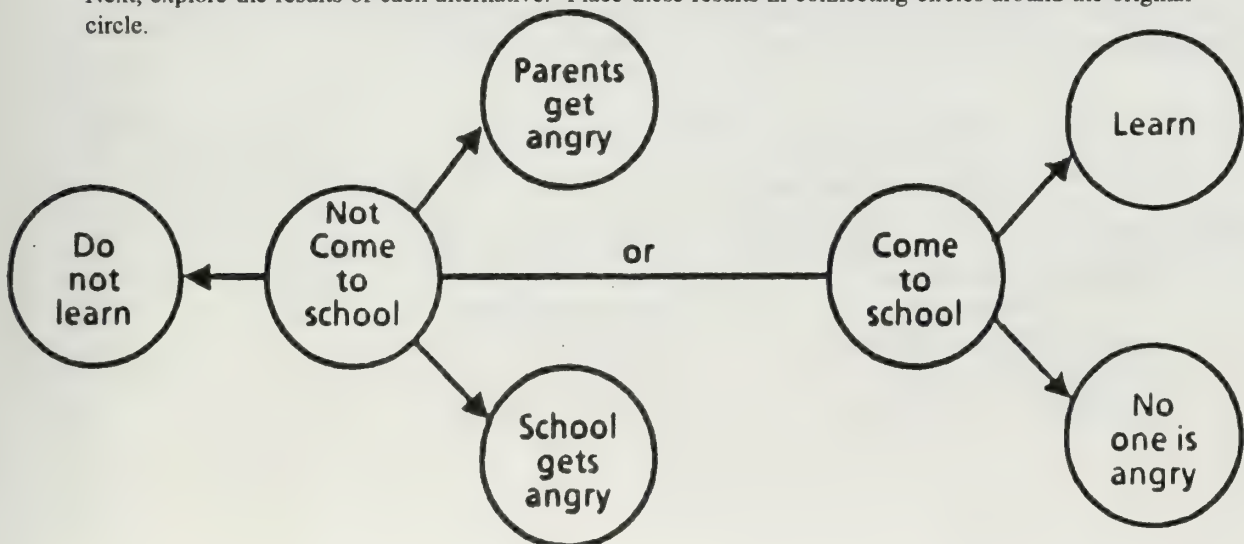
Problem - Alternatives - Consequences - Decision

Ask the students to brainstorm a list of decisions that people their age typically make in every day life. The purpose of this activity is for the students to realize they have some control over their lives and are responsible for their actions.

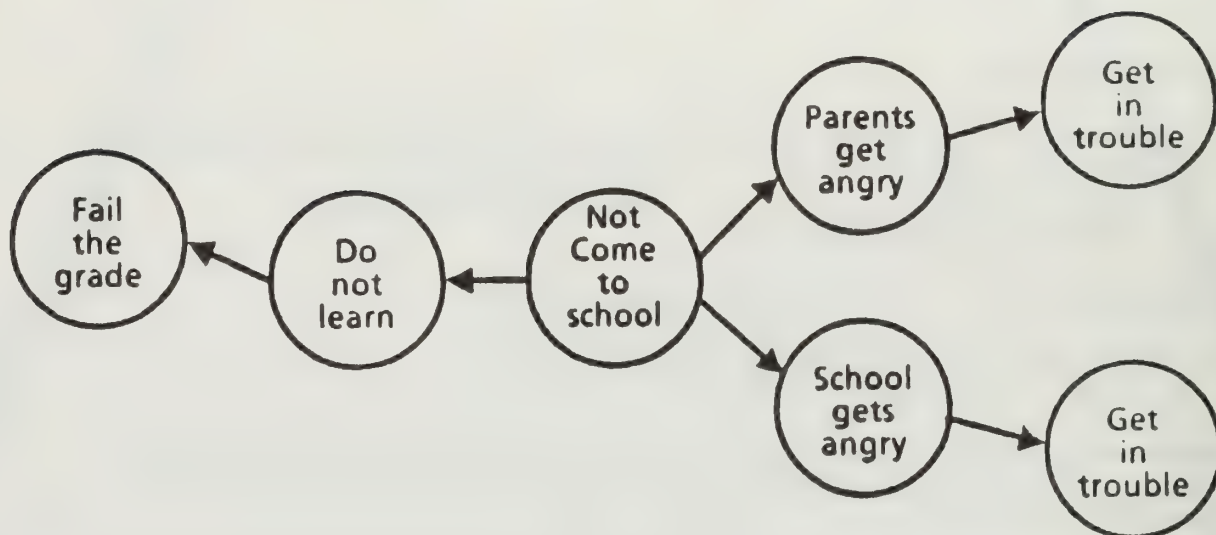
ACTIVITY: On the chalkboard draw two circles connected by a line. On the line write the word "or". In each circle write an alternative for the decision to be made.



Next, explore the results of each alternative. Place these results in connecting circles around the original circle.



Take each result and continue to chart further possibilities until an end is reached.



When the chart is completed, have the students tell which alternative would be best for them and why. Emphasize that when you make a choice, you are responsible for the outcome.

SOURCE:

Elementary Developmental
Guidance Plan
Orange Co. Public Schools
445 West Amelia Street
Orlando, FL. 32801-0271

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

EXAMINING ALTERNATIVES

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help students develop problem solving skills.

GRADE LEVEL: 4-6

GROUP SIZE: Individual

TIME: One or two-30 minute sessions

SPACE REQUIRED: Office

MATERIALS NEEDED: Copies of "Examining Alternatives" handout.

SUMMARY:

This activity allows the student to actively participate in resolving their own problems and to take responsibility for the actions and outcomes. The concept allows the student, with the assistance of the counselor, to work through alternatives and possible consequences of each action before setting up a behavior contract. The attached forms are used to brainstorm alternatives, examine consequences and decide on an action based on expected outcomes.

STEPS FOR COMPLETING FORMS:

1. State situation or problem.
2. Brainstorm alternatives on first form.
3. Use second form for possible consequences of alternative behaviors.
4. Go back to first form and check-off - "I'll Consider It", "I'll Try It", and "I Won't Try It" based on information gathered.
5. Pick an alternative and take action.

This form is also useful for evaluating progress. There is a written record of consequences to refer back to or to add any additional consequences as the student returns for subsequent sessions. The form provides additional alternatives to try if the first one fails, without having to repeat the process.

SOURCE:

Betty Sandridge
Roanoke Co. Public Schools
526 College Ave.
Salem, VA 24153

DELIVERY METHOD:

Guidance Curriculum
• Individual Planning
• Responsive Services
System Support

EXAMINING ALTERNATIVES

NAME _____

SITUATION OR PROBLEM: _____			
ALTERNATIVE: _____	I'LL CONSIDER IT	I'LL TRY IT	I WON'T TRY IT
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			

NAME _____

CURRENT CONSEQUENCE	NEW ALTERNATIVE	NEW ALTERNATIVE CONSEQUENCE

SCHOOL SUCCESS SKILLS

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help students develop skills that enhance responsibility and time management.

GRADE LEVEL: 4-6

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of Job Wheel.

SUMMARY:

ACTIVITY: JOB WHEEL

Materials Needed: Duplicated copies of Job Wheel.

This activity helps students examine their roles as workers in the classroom. Introduce the lesson by defining responsibility and how it relates to "jobs". Have students list some responsibilities that a counselor has in her/his job.

Distribute the Job Wheel. Have students fill in hub with their name and/ or self- portrait. Allow students to complete their individual Job Wheels concerning their responsibilities as a student in the classroom. Tell students they may add spokes to the wheel if they need additional space.

Ask students to share their Job Wheel with the class. Discussion might include: "Were you surprised at the number of responsibilities you have as a student? What do you feel are the most difficult responsibilities of being a student?"

ACTIVITY: CIRCLE OF TIME

Materials Needed: Duplicated copies of Circle of Time handout, and examples of time devices (stop watch, hourglass, calendar, timer, sundial, etc.).

Discuss the importance of time with the class. Ask students to brainstorm all the different types of devices that are used to measure time. Talk about the devices you have brought with you to class, i.e., watch, hourglass, timer, calendar, sundial, etc.

Discuss how our time is used during the day. List examples on the chalkboard, such as: homework, school, eating, playing, watching T.V., house chores, music lessons, etc.

Distribute the Circle of Time handout. Follow directions according to the handout. Ask students to share their Circle of Time sheets. Discussion questions might include: "Do you feel you have a good balance of time for each activity. What activities are most important to you? Have you given them an appropriate amount of time?"

If there doesn't seem to be enough time in the day to do everything you have listed, what can you do about that?"

SOURCE:

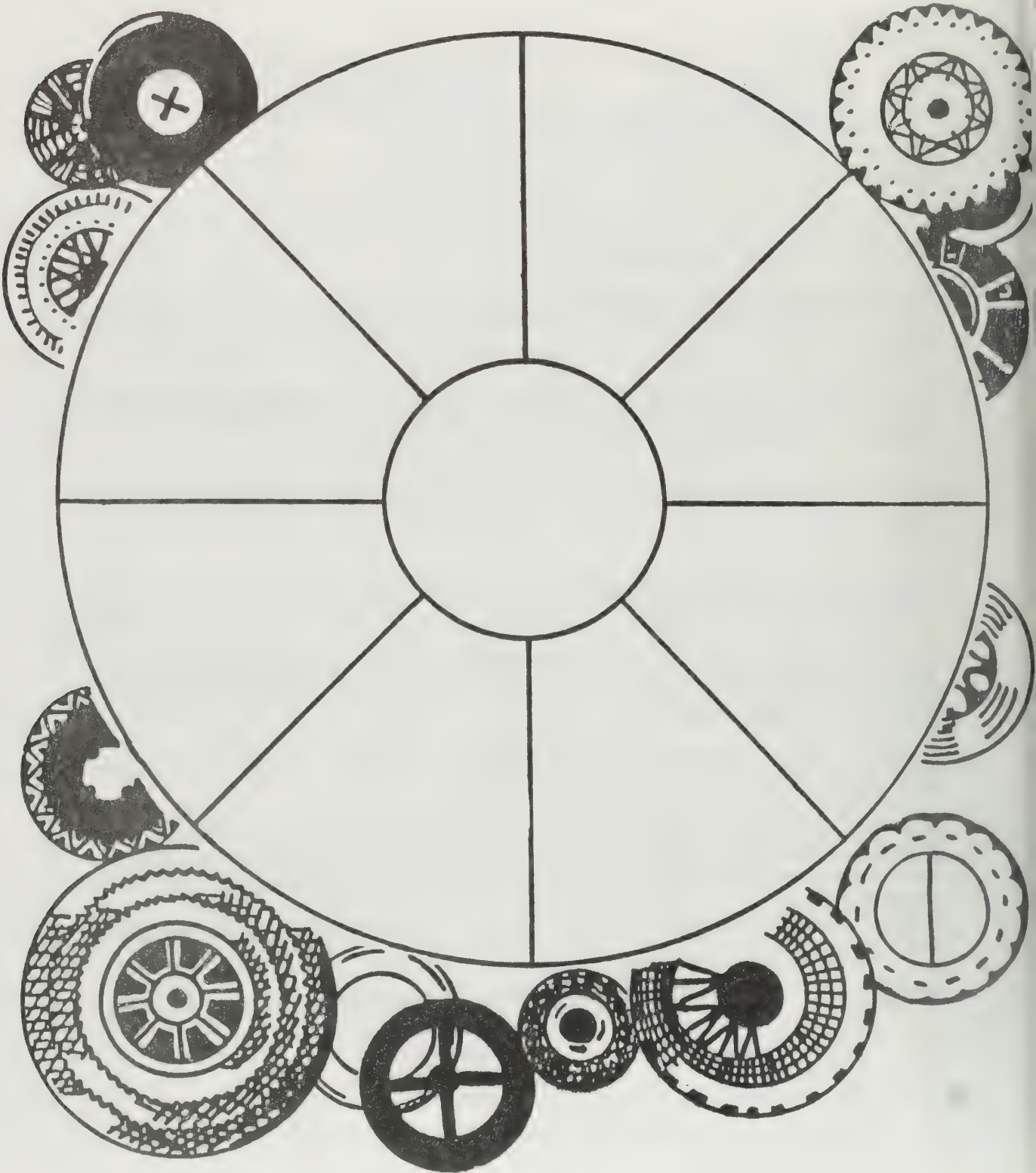
REACH Handbook
Roanoke Co. Public Schools
526 College Ave.
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

JOB WHEEL

DIRECTIONS: In the circle at the center of the Job Wheel, place your name or a self-portrait. In the sections of the Job Wheel, write what you think your responsibilities are as a student in the classroom.



CIRCLE OF TIME

DIRECTIONS: Record your daily activities in the circle. Include your starting and finishing time for each activity.

The diagram is a large circle divided into 12 equal segments by radial lines. In the center of the circle is a smaller circle containing a stylized clock face with a smiling face, eyes, and a mustache. Each of the 12 outer segments contains the text "TIME:" followed by "ACTIVITY:" on the next line, providing a space for users to record their daily activities and the time they take.

NAME: _____

DATE: _____

DAY OF THE WEEK: _____

RACE FOR COMPLETION

ACTIVITY

CONTENT AREA: EDUCATIONAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help individual students develop good study skills and academic responsibility.

GRADE LEVEL: 1-4

GROUP SIZE: Individual

TIME: On going

SPACE REQUIRED: Office

MATERIALS NEEDED: Duplicated copies of "Race Car".

SUMMARY:

"Race for Completion" is an individual activity to be used as a student motivator for identified students who need to improve their work productivity and study skills. The counselor and student initially meet to discuss the problem. The student contracts to use the "Race Car" procedure.

Meet with the teacher and the student to explain procedures and expectations.

1. The student picks up a "Race Car" handout daily and takes it to his/her seat.
2. As the student completes each assignment, he/she takes it to the teacher.
3. The student may color in 1 section of the Race Car for each assignment completed.
4. At the end of the day, the student and the teacher sign and date the handout.
5. The student takes the handout home for their parent(s) signature and returns it to the teacher the following day.

Any incomplete assignments are attached to the Race Car handout and taken home to be finished. Returned handouts may be kept by the teacher, turned in to the counselor, or kept by the student in a special notebook. The notebook can be used for periodic evaluation and as a method for determining when to discontinue with the "Race Car" activity.

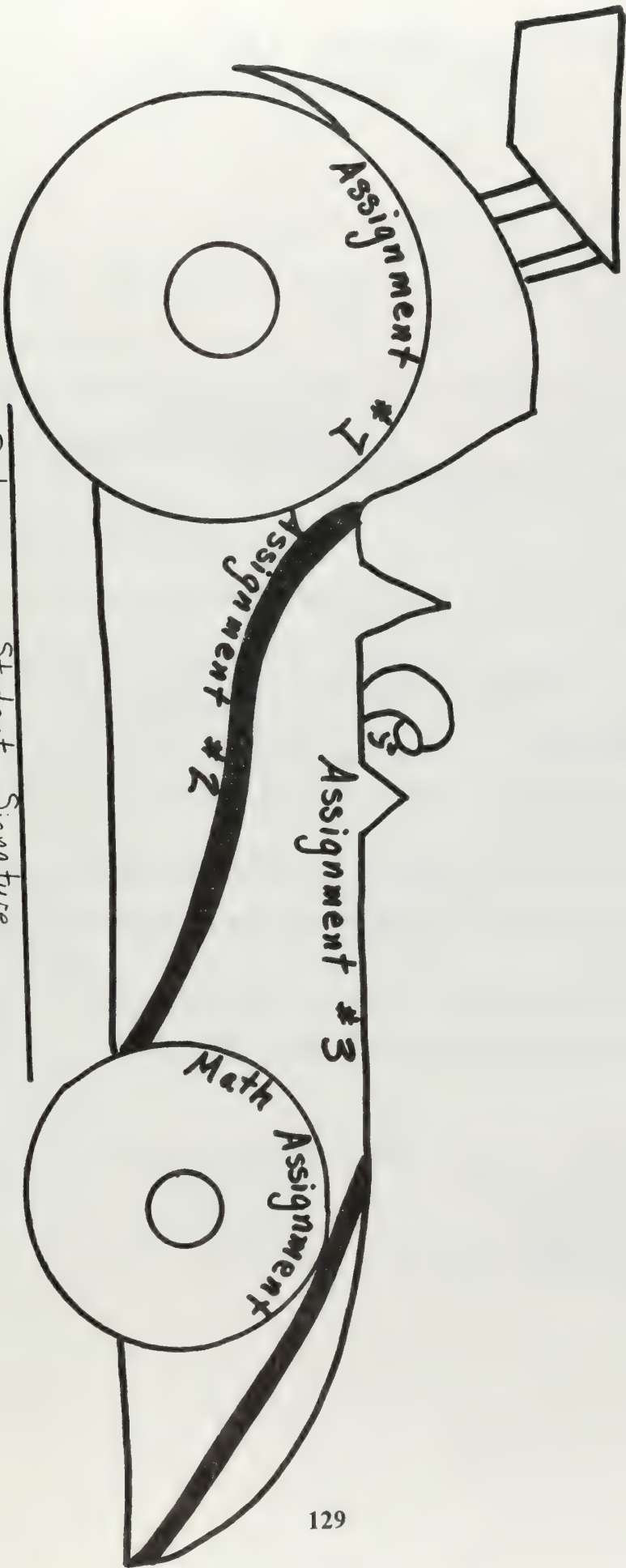
SOURCE:

Betty McPhillips
REACH Handbook
Roanoke Co. Public Schools
526 College Ave.
Salem, VA 24153

DELIVERY METHOD:

Guidance Curriculum
• Individual Planning
• Responsive Services
System Support

RACE CAR ACTIVITY



<u> </u>	<u> </u>
Date	Student Signature
<u> </u>	<u> </u>
Date	Teacher Signature
<u> </u>	<u> </u>
Date	Parent Signature

WHEN I GROW UP

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To heighten students awareness of various careers and the value of all work.

GRADE LEVEL: 2-4

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Paper, pencils, and crayons.

SUMMARY:

Children begin to think of "WHAT I WANT TO BE WHEN I GROW UP" at a very early age. This activity will initiate discussion and thought on various careers.

PROCEDURE:

1. Begin group activity by explaining what students will be doing during the activity.
2. Arrange students in a circle .
3. Give each student a piece of paper and pencil and ask them to think of three careers (jobs) they think they might like to have when they get older.
4. Ask for volunteers to name and tell a little about one career they have listed, the duties, likes and dislikes.
5. Ask students to select one of the three careers and draw a picture on the back of their papers, illustrating the value of that career.
6. When the students have completed their drawings, share results as time allows.
7. Hang student drawings on a bulletin board titled: WHEN I GROW UP.....

SOURCE:

Caring and Sharing: Part I
State of South Dakota
Department of Education
700 Governors Drive
Pierre, SD 57501-2291

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
Responsive Services
System Support

CAREER DAY IDEA

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To heighten students awareness of careers.

GRADE LEVEL: K-6

GROUP SIZE: Class

TIME: NA

SPACE REQUIRED: Classroom

MATERIALS NEEDED: None

SUMMARY:

This is an activity the entire school can participate in. The school selects a day as "Career Day". Students are invited to wear the attire that represents the job that they are presently interested in.

The "Career Day" activities might include: an assembly, a parade of costumes, or individual classrooms having a "Show and Tell" time or play the game "What's My Career?" (based on "What's My Line?").

SOURCE:

REACH Handbook
Roanoke Co. Public Schools
526 College Ave.
Salem, VA. 24153

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
Responsive Services
System Support

FEELINGS

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

The following **FEELINGS ACTIVITIES** were developed as part of classroom guidance units for specific grade levels, but could be easily adapted for grades K-6.

TITLE: THINGS ABOUT WHICH WE FEEL HAPPY AND/OR SAD

APPLICATION:

PURPOSE: To help students explore a variety of situations in which it is appropriate to feel happy an/or sad and to experience the universality of feelings.

GRADE LEVEL: 1

GROUP SIZE: Class

TIME: 45 minutes (break into 2 sessions)

SPACE REQUIRED: Classroom

MATERIALS NEEDED: 5 feet of butcher paper, and markers.

SUMMARY:

Counselor divides butcher paper in half with a vertical line. Title side one: "Things we feel happy about" and side two: "Things we feel sad about".

As students name events, the counselor draws simple pictures to illustrate. This activity can be done in the fall before students are reading.

Typical answers are, "When someone kicks you. When your house burns down. When you play with a friend." Etc.

TITLE: ME BEING HAPPY; ME BEING SAD

APPLICATION:

PURPOSE: To help students explore their own faces as happy, sad, and unique.

GRADE LEVEL: 1

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Drawing paper, pencils, crayons, markers, and mirror (optional)

SUMMARY:

Counselor cues the students to watch his/her eyes and then guess if the teacher is happy or sad. Counselor holds paper in front of his/her cheeks and mouth, then alternately smiles and looks sad, while students guess. Students may repeat this with each other or be encouraged to do this in front of a mirror at home.

Have students lay their index fingers on their cheeks, then eyebrows, and alternately smile and frown. This helps students relate their facial changes to their feelings.

Discuss hair color, hair style, eye color, etc. noting that each person is different and special. Have students draw two self-portraits, making their faces almost as big as the pages; one happy and one sad. The cut out faces look great grouped on the wall.

TITLE: FEELINGS BOOKS

APPLICATION:

PURPOSE: To help students explore feelings and share situations which are related to the feelings.

GRADE LEVEL: 1st and up

GROUP SIZE: Class

TIME: 1st: 6x30 minutes

SPACE REQUIRED: Classroom

2nd: 3x40 minutes

3rd: 2x45 minutes

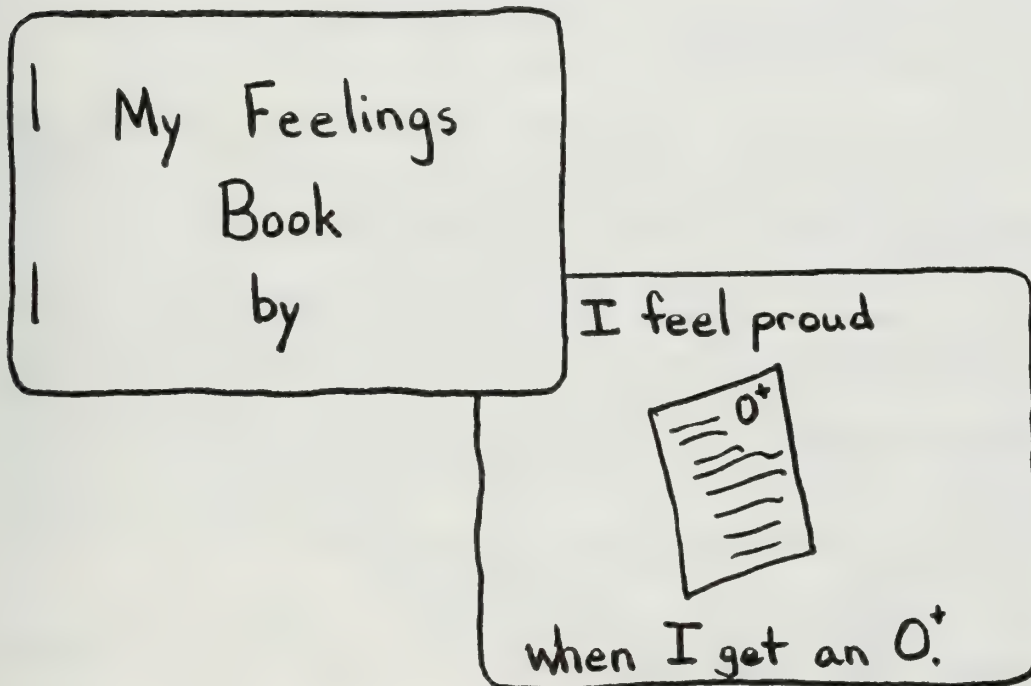
MATERIALS NEEDED: Colored paper (1 per child) for book covers, white paper (5 or 6 per child) sized; 8.5 x 11 for 1st, cut in half for 2nd, and cut in thirds for 3rd and up, stapler, pencils, crayons, brainstormed list of feelings words for 2nd and up.

SUMMARY:

2nd and up: Students assemble and staple books, with title and author. 3rd grade and up can fold their five strips of paper in half, making books that are 4.25 x 3.7 inches and have ten pages. Students choose one feeling word for each page and write sentences: "I feel _____when.....", leaving space for illustrations. Students may choose to write a poem or paragraph as an option.

1st grade: Discuss the feeling word for the lesson; How it feels and the many situations in which people have that feeling. (Suggestions: happy, sad, angry, nervous, proud, and peaceful) Students illustrate a situation in which they have had that feeling. Accumulate the pages over six or more lessons and then assemble them into feelings books.

NOTE: Encourage students to share their books with their parents.



TITLE: "I FEEL BETTER WHEN....." BOOKS

APPLICATION:

PURPOSE: To help students realize they have choices of appropriate ways to help themselves feel better.

GRADE LEVEL: 2

GROUP SIZE: Class

TIME: 40 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: White paper, pencils, and markers.

SUMMARY:

Invite students to share things they do to help themselves feel better when they are sad, angry or upset. Some suggestions may need to be discussed with regards to--"Does the method hurt anybody or anything? Does it destroy property? Is it an O.K. habit to develop?" Inappropriate methods should be discouraged. Talking about feelings should be encouraged, as one way to help yourself feel better.

Have students illustrate and write a sentence for one or more methods they use, or would like to use, to help themselves feel better. Assemble all of the class's papers into a class book: **WAYS TO FEEL BETTER.**

NOTE: This is a great follow-up to discussions of uncomfortable feelings or uncomfortable situations. It is also a good follow-up to the "Sharing Feelings" lesson.

TITLE: THE VALUE OF UNCOMFORTABLE FEELINGS

APPLICATION:

PURPOSE: To help students appreciate that uncomfortable feelings can help us.

GRADE LEVEL: 2nd and up

GROUP SIZE: Class

TIME: 10-15 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Paper and pencils or chalk and chalk board.

SUMMARY:

Have students brainstorm names of several uncomfortable feelings. Record their list on the chalkboard. Choose one of the words and describe some circumstances in which it might be helpful to us. General examples: A scared feeling can keep us from doing a dangerous activity; an angry feeling can motivate us to make changes; a sad feeling can help us to heal; or a guilty feeling can motivate us to make reparation.

Elicit more specific examples from the students and conclude with--"Uncomfortable feelings can help us"! **NOTE:** A topic for further discussion could be--"What is the value of Comfortable Feelings"?

TITLE: SHARING FEELINGS

APPLICATION:

PURPOSE: To help students learn the importance of sharing feelings.

GRADE LEVEL: 3rd

GROUP SIZE: Class

TIME: two - 45 min. sessions

SPACE REQUIRED: Classroom

MATERIALS NEEDED: **ELEPHANT IN THE LIVING ROOM** by Jill Hastings (1984) published by CompCare--"Fuzzy's Feelings" pages 10-21 and worksheets pages 16,17 & 20.

SUMMARY:

Counselor reads "Fuzzy's Feelings" aloud to the class, discussing and emphasizing "Recognize, Accept, and Share your feelings". Students do three worksheets about feelings.

NOTE: This is a powerful story and students long remember it!

TITLE: MATCH OPPOSITES AND ROLE-PLAY

APPLICATION:

PURPOSE: To help students expand their feelings vocabulary and to realize that feelings can be seen in our behavior.

GRADE LEVEL: 3rd and up

GROUP SIZE: Class

TIME: 45 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Attached worksheet -- Feelings Word Charades

SUMMARY:

Step 1--Counselor divides the class into teams of two students each.

Step 2--Students match the opposite feelings words on the worksheet.

Step 3--The class checks and corrects their work. (This is important).

Step 4--Counselor assigns a pair of opposites to each team and demonstrates for the class a role-play of opposite feelings words.

Step 5--Each team plans and rehearses a role-play of their words.

Step 6--Role-plays are presented to the class and class members guess the words being presented.

TITLE: COMFORTABLE AND UNCOMFORTABLE FEELINGS WORDS

APPLICATION:

PURPOSE: To help students explore feelings words and expand their vocabularies.

GRADE LEVEL: 2nd and up

GROUP SIZE: Class

TIME: 30-40 minutes

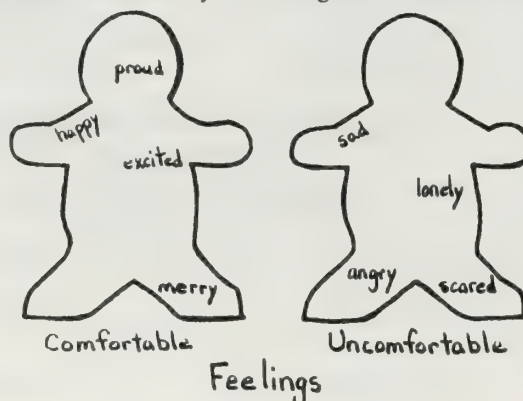
SPACE REQUIRED: Classroom

MATERIALS NEEDED: Paper and pencils or two 3 foot high cutouts of ginger bread men shapes and markers.

SUMMARY:

2nd and 3rd Grade: One student faces the classroom and calls upon students with raised hands. The counselor writes the feeling words brainstormed, on the Comfortable and Uncomfortable cutouts. Some words will need discussion to determine their appropriate placement.

4th Grade and up: Provided there is access to a data base program, or a desire to do massive alphabetizing, group the students in foursomes and have each group brainstorm feeling words and write them down. The words can be typed into a database program that alphabetizes and eliminates duplicates. The list can be added to throughout the school year; it can be used for language arts activities; or it can simply be displayed to emphasize the enormity of feelings words and to encourage the expression of feelings, verbally.



FEELINGS WORD CHARADES



NAME _____

Directions: Match opposites, then circle the positive words.

- | | |
|--------------------|---------------|
| 1. Respectful | Self-Centered |
| 2. Realistic | Inconsiderate |
| 3. Thoughtful | Unrealistic |
| 4. Aware of others | Disrespectful |
| 5. Patient | Impatient |

-
- | | |
|-----------------|---------------|
| 6. Generous | Irresponsible |
| 7. Submissive | Selfish |
| 8. Withdrawn | Suspicious |
| 9. Trusting | Assertive |
| 10. Trustworthy | Kind |
| 11. Rude | Courteous |
| 12. Mean | Outgoing |

-
- | | |
|---------------------|-------------|
| 13. Humble | Thankful |
| 14. Confident | Arrogant |
| 15. Optimistic | Lazy |
| 16. Industrious | Relaxed |
| 17. Procrastinating | Prompt |
| 18. Tense | Fearful |
| 19. Ungrateful | Aimless |
| 20. Purposeful | Pessimistic |

TITLE: THE WAY PEOPLE EXPRESS ANGER

APPLICATION:

PURPOSE: To help students learn ways to appropriately express and cope with anger.

GRADE LEVEL: 4th, up and lower

GROUP SIZE: Class

TIME: Two-45 min. sessions

SPACE REQUIRED: Classroom

MATERIALS NEEDED: 6 feet of butcher paper or chalkboard.

SUMMARY:

BRAINSTORM situations in which students feel angry. This will get students in tune with anger.

Responses do not need to be recorded. Ask "I feel angry when..."

DISCUSS 1--Physical responses to anger and physical symptoms.

2--One's right to feel angry.

3--No one can "make" you feel angry; you choose to feel angry.

4--You cannot "make" anyone else feel angry, etc. They choose their feelings, too.

5--Thoughts we may have regarding the anger-provoking events and the feelings that the thoughts produce.

BRAINSTORM the different responses to feeling angry. Counselor records responses on butcher paper or chalkboard.

EVALUATE the responses to feeling angry, including, choices of violence/hiding anger/ talking; whether the anger is abusive to self/others/property and whether anger is positive or productive. Class may also categorize positive responses as: relaxation, physical exercise, or expressive (open communication).

TITLE: VISUALIZING AND ILLUSTRATING FEELINGS

APPLICATION:

PURPOSE: To help students explore physiological responses to feelings.

GRADE LEVEL: 3rd and up

GROUP SIZE: Class

TIME: 45 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Drawing paper, pencils, crayons, and markers.

SUMMARY:

Step 1--Counselor leads the class through a relaxation exercise.

Step 2--Counselor leads the class through the following visualization: "Think of something that you would feel/have felt angry about. Let yourself feel angry again. Tell yourself sentences (think) about the event that would make you angry. As you breath in, let your angry feeling grow. As you breath out, hold onto the angry feelings. Keep thinking and breathing until you are full of the angry feelings". "Where in your body is the anger the strongest? How does it feel? Is it moving or still? Hot, warm or cool? Soft or hard? What color might it be if you could see it? What shape?"

Step 3--Discuss the above questions.

Step 4--Repeat the directed visualization for "happy" feelings.

Step 5--Discuss, as above.

Step 6--Students illustrate their "happy" feelings.

Conclusions: "There is much similarity and there is uniqueness, in the way people experience feelings. We can effect our feelings by thinking. etc. etc."

SOURCE:

Ann Congdon
Counselor K-4
Hellgate Elementary
2385 Flynn Lane
Missoula, MT. 59802

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

THE MONSTER, THE MOUSE, AND ME

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To teach students the difference between assertive, aggressive and passive behavior.

GRADE LEVEL: 2-4

GROUP SIZE: Class or small group

TIME: 4 sessions, 40 minutes each

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of "The Monster, The Mouse and Me" handout, Needs and Wants" handout, and the "Feelings Thermometer" handout, also crayons, pencils and markers.

SUMMARY:

SESSION 1:

Utilizing the following information, teach the concept of aggressive vs. passive vs. assertive behavior.

<u>Passive:</u>	whine little or no eye contact head lowered or cast down few or no "I" statements beats around the bush by hinting	submissive sneaky makes excuses manipulates doesn't stand up for self
<u>Aggressive:</u>	loud demanding threatening insulting calls others names deny others their rights	grabby pushy interferes manipulates doesn't listen to others
<u>Assertive:</u>	uses "I" statements makes eye contact communicates clearly reinforces self knows what she/he needs and wants	firm and polite is fair and honest stands up for self

Teach "I" statements. "I feel angry when....." "I need some help". "I like your new shoes". Etc. Ask the students if they have ever acted like an AGGRESSIVE MONSTER or a PASSIVE MOUSE.

When working with younger students direct them to draw a picture or use words to describe a time they behaved passively or aggressively.

For older students use the "Monster, Mouse and Me" handout, asking them to record situations that illustrate aggressive, passive and assertive behaviors. Encourage them to use personal examples, showing how they reacted or others reacted toward them. (No names, please).

Share responses and drawings. Discuss with entire class.

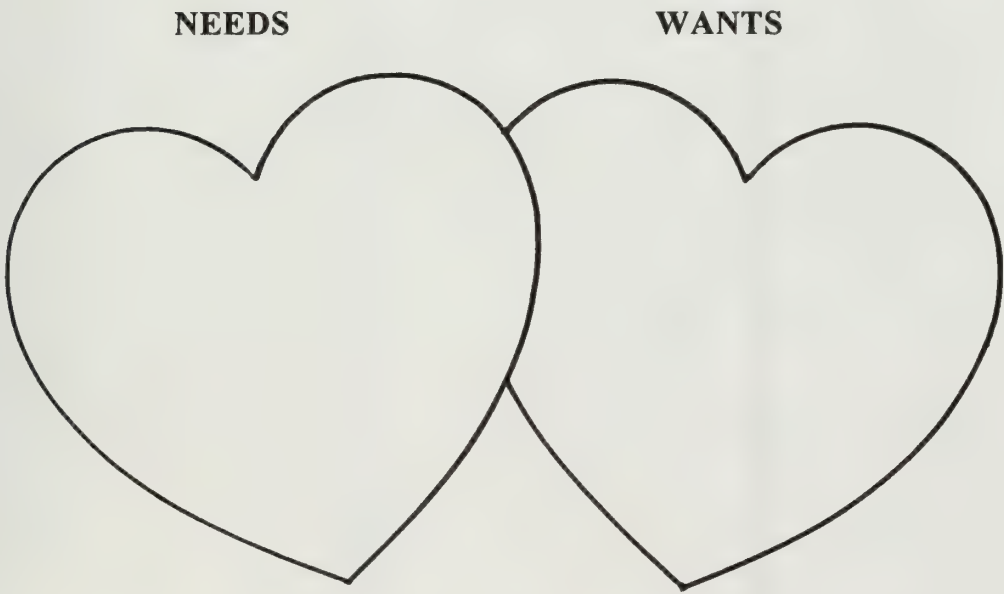
SESSION 2:
Using the drawings(for younger students) and handout (for older students) from SESSION 1, role-play examples of aggressive, passive and assertive behavior. A class demonstration would be helpful, followed by small group or paired presentations.

SESSION 3:
Present the concept of needs vs. wants. After a class discussion, direct students to draw pictures or write words to illustrate the difference using "Needs vs Wants" handout. Discuss how this might affect our behaviors toward others. Share results with entire class.

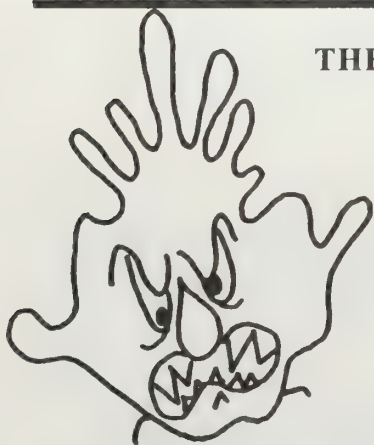
SESSION 4:
Discuss how our feelings affect our behavior. Hand out the "Feelings Thermometer" and present the concept - Feelings are like a thermometer. Some feelings will cause us to feel comfortable, while others will cause us to feel uncomfortable. Ask for examples and discuss what you can do with those uncomfortable feelings. Refer to aggressive, passive and assertive behaviors and how to deal with uncomfortable feelings without hurting other people intentionally.

SOURCE:
Nancy Linton
Elementary Counselor
K. William Harvey Elementary
Drawer R
Ronan, MT. 59864

DELIVERY METHOD:
• Guidance Curriculum
Individual Planning
Responsive Services
System Support



THE MONSTER, THE MOUSE, AND ME



Name _____

(Draw Self)

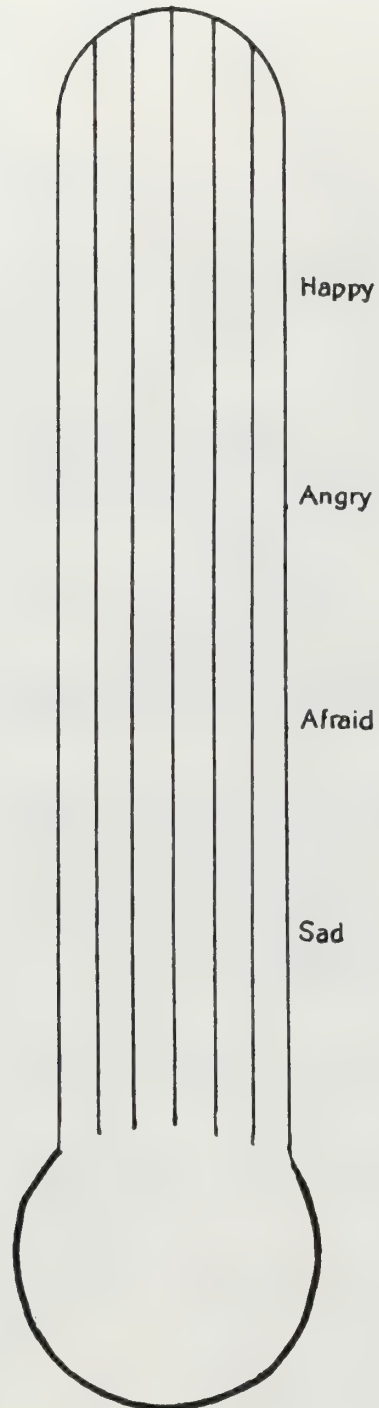


AGGRESSIVE

ASSERTIVE

PASSIVE

FEELINGS THERMOMETER



FEELINGS ARE
LIKE A THERMOMETER

FRIENDS

ELEMENTARY GUIDANCE FOR KINDERGARTEN UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: (SEE BELOW)

APPLICATION:

PURPOSE: To provide a classroom guidance program for kindergarten classes.

GRADE LEVEL: K

GROUP SIZE: Class

TIME: 25 sessions, each 15 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *I'm Glad To Be Me* by Hallinan, *Dinah The Dog With A Difference* by Alexander, *Self-Esteem: A Classroom Affair - 101 Ways To Help Children Like Themselves* by Michele and Craig Borba, and materials to make "ME" badges.

SUMMARY:

This classroom guidance unit for kindergarten was developed around five basic goals. The goals, format and lessons for one goal are outlined below. The counselor visits each classroom for 15 minutes per week for 25 weeks and conducts a lesson developed around the following units:

1. Self-acceptance
2. Friendship Skills
3. Identifying and Expressing Feelings
4. Responsibility
5. Decision-Making Skills

Each of the five units consist of five lessons each. The counselor created units begin with a story and discussion, followed by circle activities, games, posters, puppetry, and songs. Following is an example of Unit 1 -- SELF ACCEPTANCE

LESSON 1:

Read "Glad To Be Me" by Hallinan. Discuss within a sharing circle "I am glad to be me because....."

LESSON 2:

Play circle game "Talking Glasses". This activity is found in *Self-Esteem A Classroom Affair- 101 Ways To Help Children Like Themselves* by Michele and Craig Borba, available from Harper & Row Publishers, San Francisco.

LESSON 3:

Make "ME" badges. "ME" badges are pre-cut shapes of your choice that each child draws a picture of themselves. The badges will last longer if laminated.

LESSON 4:

Circle discussion - How are we different?

LESSON 5:

Read "Dinah The Dog With A Difference" by Alexander. Discuss how being different made Dinah special.

SOURCE:

Janice LaFountain
School Counselor
M.F. Heck Elementary
P.O. Box 166
Belgrade, MT. 59714

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

BRIGHT BEGINNINGS WITH PUMSY

UNIT

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

GOAL: (SEE BELOW)

APPLICATION:

PURPOSE: To provide a classroom guidance unit utilizing a published kit.

GRADE LEVEL: 1

GROUP SIZE: Class

TIME: 25 sessions, each 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *Bright Beginnings with Pumsy* available through Timberline Press, P.O. Box 77001, Eugene, OR 97401.

SUMMARY:

This classroom guidance unit for grade 1 utilizes *Bright Beginnings with Pumsy*, which is a published kit. All first grade students participate in the Bright Beginnings Program featuring Pumsy. The counselor visits each classroom weekly for 30 minutes and presents a lesson.

There are five units covering such topics as: anger control, feelings of capability, feelings of significance, coping with loss and overcoming unnecessary fears. Each unit consists of five lessons. The units begin with a Pumsy story, which presents the unit concept. The story is followed by a variety of activities, including art projects, games, poetry and songs that reinforce the concept. Students are encouraged to practice skills between sessions and to share their successes at the beginning of each lesson.

Parent newsletters, included in the kit, are sent home at the beginning of each unit. The newsletter explains the concepts to be taught and provides activities for the parents to use at home.

SOURCE:

Janice LaFountain
M.F. Heck Elementary
P.O. Box 166
Belgrade, MT. 59714

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

PUMSY IN PURSUIT OF EXCELLENCE

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: (SEE BELOW)

APPLICATION:

PURPOSE: To provide a classroom guidance unit utilizing a published kit.

GRADE LEVEL: 2

GROUP SIZE: Class

TIME: 24 session, each 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *Pumsy in Pursuit of Excellence* available through Timberline Press, P.O. Box 77001, Eugene, OR. 97401

SUMMARY:

This classroom guidance unit for grade 2 utilizes *Pumsy in Pursuit of Excellence*, which is a published kit. All second grade students participate in Pumsy Pursuit of Excellence. The counselor visits each classroom weekly for 30 minutes and presents the lesson.

Pumsy in Pursuit of Excellence has 8 units. Each unit has 3 lessons. The units cover such topics as: taking responsibility for ones own thought and action, making choices and understanding the consequences, overcoming negative "self-talk", accepting individual rights of personal choice and using refusal skills to preserve safety and integrity.

Each unit begins with a Pumsy story, which is followed by a discussion and class activities. Each unit has a corresponding song and poster to reinforce each concept presented. Students are given assignments to practice and monitor the skills learned. They report on their assignments at the beginning of each weekly lesson. Parent newsletters which outline the unit concepts are sent home each month.

SOURCE:

Janice LaFountain
M.F. Heck Elementary
P.O. Box 166
Belgrade, MT. 59714

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

UNDERSTANDING OUR FEELINGS

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students increase their awareness of personal feelings.

GRADE LEVEL: 2-4

GROUP SIZE: Class

TIME: 30-45 minutes-per session

SPACE REQUIRED: Classroom

SUMMARY:

This classroom guidance unit , UNDERSTANDING OUR FEELINGS, was designed to help students become aware of different emotions and learn ways of dealing with the various feelings. Within each session it is important to stress that it is normal to have a lot of different feelings.

SESSION 1: LEARNING ABOUT FEELINGS

MATERIALS NEEDED: Index cards with feeling words written on them.

ACTIVITY: Ask the students to name as many different feelings as they can. List these on chart paper or the chalk board. Explain to the students that at each session they will be discussing a different feeling.

Discuss how we know what people are feeling. Emphasize that facial expressions, tone of voice, and body language can reveal what a person is feeling.

Divide the class into pairs. Asking one member of each pair to the role as "actor" and the other member to the role of "guesser". Give the actors an index card with a feeling word written on it. The actor must act out the feeling without using any words. The guesser must guess the feeling. After the feeling has been accurately identified, reverse the roles. This activity can be continued as long as time allows.

Conclude the session by having each student answer the following question: "What did I learn about feelings today."

SESSION 2: HAPPY-SAD FEELINGS

MATERIALS NEEDED: Drawing paper, paper plates, and rocks depending on the activity.

INTRODUCTION: Ask the students to tell the group about one thing or experience that gave them a happy feeling. Discuss what makes us happy and how we react to happiness with our faces, voices, and bodies.

Next, discuss the opposite of happy. Talk about things that make us feel sad. Discuss ways we react to sadness. There are several activities that can be used in this session.

ACTIVITY #1: Give each student a piece of large drawing paper. Ask them to divide the paper in half and write happy on one side and sad on the other. Ask each student to draw a picture of both a happy and a sad time they have experienced. Have the students share their pictures with the class.

ACTIVITY#2: Give each student a paper plate. Ask them to draw a happy face on one side of the plate using their own eyes and hair coloring. On the other side they should draw a sad face. When they are completed, play a game with the plates. Ask the question, "How do you feel about _____?" (Examples might include: eating ice cream, going to the dentist, washing dishes, spending time with your family, etc.) After each question is asked, have the students hold up either the happy or sad face to show their feelings about the example. Give students an opportunity to ask a "How do you feel about _____?" question for their classmates to respond to.

ACTIVITY #3: Ask each student to bring a flat rock (approximately 2 to 3 inches in diameter) to class. Explain that these rocks are "happiness rocks". Students can decorate their rocks in any way they feel will give them a happy feeling when they look at their rock. When the activity is completed, ask the students to explain their rocks to the rest of the class. These rocks can be kept in the student's desks and, when necessary, taken out to give them happy feelings!

SESSION 3: SCARED FEELINGS

MATERIALS NEEDED: Construction paper, glue, scissors, markers or crayons.

INTRODUCTION: Ask the class to think of things that they are afraid of. As each example is given, write it on the chalk board. After the list is completed, review the list and discuss the things that are good to be afraid of, such as wild animals, strangers, falling out of a boat, etc. Point out that made-up things, such as monsters, ghosts, killer bats and haunted houses, do not really exist and therefore the students need not be afraid of them.

Discuss how we react when we are frightened, how we feel inside, and how we look. Talk about ways we can overcome some of these fears--for example, fear of the dark.

ACTIVITY #1: Tell the students that they are going to make scary hats from construction paper. After these hats are finished, have the students model them in front of the class. The students could choose the scariest hat, the largest hat, the funniest hat, etc., if time permits.

ACTIVITY #2: If the hat construction is too time consuming or difficult for the age group, students can illustrate their fears on drawing paper. Have them label a large piece of construction paper "Things I'm Afraid Of" and draw pictures of their fears.

SESSION 4: LONELY FEELINGS

MATERIALS NEEDED: Chalkboard or chart paper, and colored paper for students.

ACTIVITY: Ask the students to close their eyes and imagine that they are all alone. Ask several students to share where they imagined themselves to be and how they felt. Discuss the difference between being alone and feeling lonely. On the chalk board or chart paper, write the words LONELY and ALONE. Ask the students to share times when they have felt lonely and times they were alone. List them under the correct title.

LONELY
When I wasn't included in a game
When everyone was gone from my
house except me
When I wasn't invited to a birthday
party

ALONE
Riding my bike to the store
Flying my kite on the hill
Watching TV

Have the students think of all the things they can do when they are lonely--to help them deal with the loneliness. This might include playing the piano, reading a book, calling a friend, talking to their parents about it, etc.

Ask the students to think of someone they know who might be lonely---a friend, neighbor or relative. Discuss how this person might feel lonely sometimes. Ask the students to think of ways they might help this person to feel a little less lonely. Give each student a piece of colored paper and ask them to make a card, including a picture or message, for this person. Have them sign their names and ask them to give or mail their cards to the individual.

This activity could also be done for a nursing or retirement home in your area. If possible have the students deliver their own cards. Adopting a lonely person and remembering them with cards or letters throughout the year is an excellent way to help students become aware of other people's feelings.

SESSION 5: ANGRY/MAD FEELINGS

MATERIALS NEEDED: Duplicated copy of handout below.

THINGS THAT MAKE ME MAD	ALTERNATIVE
1. BEING HIT	1. HIT THE PERSON BACK OR 2. ASK THE PERSON TO STOP

ACTIVITY: Discuss with the class the many things that make us mad and angry. Talk about how we react when we are angry, emphasizing facial expressions, verbal responses, and physical reactions.

Give each student a copy of the hand out "Things That Make Me Mad". Explain the first example. Ask the students to circle the best alternative. Have the students make their own list of the "Things That Make Me Mad" and their possible alternatives on their handouts.

Discuss or role play the results. With lower grades you can do the activity as a group, listing the "Things That Make Me Mad" and their alternatives on chart paper.

Sometimes I Feel is a set of five filmstrips with tapes that can be used to strengthen this program. The filmstrips are available from Learning Corporation of America, 711 Fifth Avenue, New York, NY 10022.

SESSION 6: FEELINGS COAT OF ARMS

MATERIALS NEEDED: Duplicated copies of "Feelings Coat of Arms" for each student and crayons or markers.

1. Write the words, happy, sad, mad, worried, scared and surprised on the chalkboard.
2. Ask the class to define each of the words and to give examples of something that causes them to feel that way.
3. Give each student a copy of the "Coat of Arms". Ask them to draw a picture of something that makes them feel like the face in each box. After they have drawn their pictures, have the students cut out their coat of arms.
4. Ask for volunteers to share their "Coat of Arms" after the class has completed the activity.
5. Display the student's personal "Coat of Arms" on a bulletin board or wall.

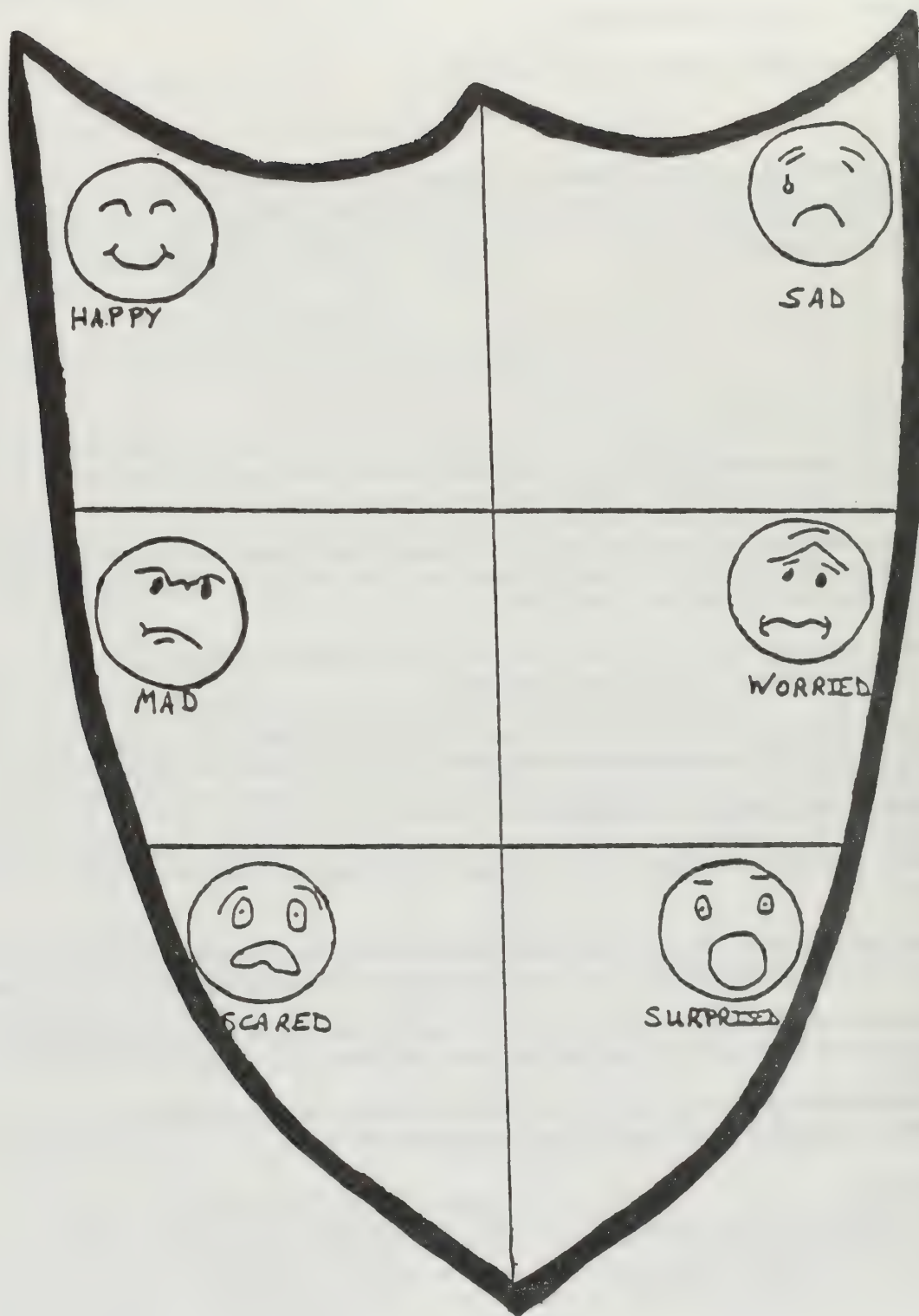
SOURCE:

Developmental Guidance and
Counseling Plan K-6
Sioux Falls School District 49-5
201 East 38th Street
Sioux Falls, SD 57117-5051

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

COAT OF ARMS



LOSS - LOSS

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a series of three classroom activities on Loss.

GRADE LEVEL: K-5

GROUP SIZE: Class

TIME: Three-30 minute sessions

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *The Dead Bird*, by Margaret Wise Brown

SUMMARY:

SESSION I

PURPOSE: To help students articulate their feelings concerning loss. To help students think of new ways to deal with their feelings of loss.

PROCEDURE: Counselor leads a group discussion on loss, asking some of the following questions: What is loss? Who has lost something? What is it? (money, favorite toy, friend, family member, etc.). Stress and talk about the following points:

1. Changes are a normal part of life.
2. We miss the things we have lost, but we go on without them.
3. It is okay to think about those losses if it does not interfere with what we are supposed to be doing in the present.
4. Sometimes the loss is easy to forget about.
5. Sometimes we can replace the lost thing and sometimes we cannot.

Ask students what they can do to feel better when they have lost something. Some examples might be:

1. Cry
2. Listen to music
3. Go for a walk
4. Talk to a friend or parent
5. Think about it
6. Play a game
7. Keep going

Encourage each student to tell what they could do to make themselves feel better.

SESSION II

PURPOSE: To help students understand that death is a natural part of life. To increase awareness on the part of teachers and others regarding the stages of grieving.

PROCEDURE: Read the book, *The Dead Bird*, by Margaret Wise Brown to the class and use it as a springboard for class discussion.

Ask the following questions before you read the book:

1. Who has ever seen a dead bird? - Let students tell about it.
2. Who has ever touched a dead bird?
3. What did it feel like?
4. Who had a dog or another pet that died?
5. Has anyone in here ever "made" a funeral?
6. What did you do? Let the students tell how they "made" a funeral.

After reading *The Dead Bird*, discuss the following questions:

1. How do you feel right now?
2. Is it O.K. to feel this way?
3. Talk about the last page in the book - where children forgot.
4. Is it all right to forget and go on playing?

SESSION III

PURPOSE: To increase awareness of the stages of grief. To show the correct behavior to use at a funeral home. To express your feelings about that time.

PROCEDURE: Counselor leads a discussion about death and loss. Ask the following questions:

1. Who has ever been to a funeral? Let the students respond.
2. Tell us what a funeral home is like. Who can describe it?
3. How did you feel there? Students may respond with: sad, scared, nervous. Discuss these feelings.
4. Who knows how to act at the funeral home?

Make a list with the students on what to do at a funeral home. Examples might be:

1. Act as you would in church
2. Talk quietly
3. What could you say to the person who has lost someone to make him/her feel better?
4. What do you wear to a funeral home?
5. Is there anything else you might be able to do to make someone feel better?
6. Is it okay to talk (remember) about the dead person?

Role-play selected items from the "How to Act" list.

Discuss the stages of grief:

1. Shock
2. Denial
3. Anger/Protest
4. Guilt
5. Despair/Depression
6. Acceptance
7. Growth (added by counselor)

End the lesson by reviewing the previous discussion on what students can do to feel better.

SOURCE:

Peggy Huxford
Blanche E. Fuqua Elem. School
1111 Wheeler Street
Terre Haute, IN 47802

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

INTERPERSONAL SKILLS

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To provide a classroom guidance unit on interpersonal skills.

GRADE LEVEL: 3-4

GROUP SIZE: Class

TIME: 10-40 minute sessions

SPACE REQUIRED: Classroom

SUMMARY:

This classroom guidance unit on INTERPERSONAL SKILLS covers such topics as Classroom Climate, Conflict Resolution, Cooperation, Competition, Belonging, Prevention and Self-Esteem.

INTRODUCTION: The first meeting always includes a brief overview of the role of the school counselor and how to self-refer. Each student receives a self-referral slip. Students are encouraged to give examples of the kind of problems they face and how the counselor may be able to help.

SESSION I — CLASSROOM CLIMATE

MATERIALS NEEDED: "Positive Class Climate" poster, Thermometer (made from poster board).

Five conditions that can help any classroom feel warm and caring:

1. **COOPERATION.** Working together in a trusting helpful way.
2. **COMMUNICATION.** To become a good communicator it is necessary to learn how to listen sensitively and be good observers.
3. **TOLERANCE.** One must learn to respect one another's differences.
4. **POSITIVE EMOTIONAL EXPRESSION.** All people need to be able to express their feelings which include anger and frustration in ways that are not aggressive or destructive.
5. **CONFLICT RESOLUTION.** Responding in a creative and supportive way to conflict.

ACTIVITY: Make a Positive Class Climate Poster utilizing the information in the above five conditions. Discuss these conditions encouraging the students to give examples.

(Quick Version) Using the chalk board to create a thermometer.

(Permanent) Use poster board to create a thermometer with a thermostat that can move with ease up and down. Using this thermometer direct the students in an activity when they describe different classroom climates.

What is the classroom like when it is cold?

What is it like if it gets too hot?

What is the ideal condition?

For example: What is the classroom like when it is cold? Everybody acts like they don't care about anybody, cold hearted. The students are stiff, nobody wants to do anything active or fun.

FOLLOW UP: Use the Thermometer as a tool to summarize the class climate of the day or week. Ask for different students to volunteer and show where they feel the thermostat should be placed.

Reference Resource: Kreidler, William. *Creative Conflict Resolution*. Glenview, ILL. Scott Foresman, 1984.

SESSION 2 — CONFLICT RESOLUTION

MATERIALS NEEDED: Chalkboard, and poster of "Resolution Model".

Conflict resolution is the fifth condition for creating a positive classroom climate. Explore different examples that show a conflict and make a list of some common factors. For example:

- You need to have two or more people.
- Disagreement over what has occurred or going to occur.
- Opposition or a quarrel
- Strong feelings.

Discuss what action might be taken that could cause a conflict to become worse. For example:

- Violence
- Refusing to talk
- Blaming

Discuss what action might cause a conflict to become resolved. For example:

- Conference
- Mediation
- Focus on the problem

ACTIVITY: Techniques for resolving conflicts.

TECHNIQUE #1 -- Make a list of the ways or games students use to settle a disagreement between two kids.

- Paper, Rock, Scissors
- Flipping a Coin
- "One potato, two potato, etc."

What are the good points of resolving a conflict with one of these techniques? (Equally fair to both sides, fast, simple) What are the short comings of solving conflicts with one of these techniques? (It doesn't decide who is right or wrong. Feelings are not part of the process).

TECHNIQUE #2 -- Resolution Model

	You	You
Me	Wins - Wins	Wins - Lose
Me	Lose - Wins	Lose - Lose

Often times a conflict can only be settled with a "compromise" and both people involved need to feel they have "won". Trying to reach that point in a conflict is difficult but the following techniques may help.

- Brainstorm the problem openly with "I" not "You" statements.
- Rank order the problems to be solved.
- Creatively and supportively offer suggestions.
- Commit to trying to create a win/win resolution.
- Be responsible for following through on suggestions.

Ask for a volunteer to describe conflicts they have experienced. Have the students give examples of what would be the 4 different kinds of outcomes using the "Resolution Model".

Roleplay how to make "I" not "You" statements.

FOLLOW UP: TECHNIQUE #3 -- Have the classroom teacher initiate the idea of "Class Meeting". Class meetings provide a time for students and the teacher to air any problems they may have using "I" statements, as well as, a time to receive warm and caring suggestions from their peers.

Reference Resource: Kreidler, William. *Creative Conflict Resolution*. Glenview, Ill: Scott Foresman, 1984.

SESSION 3 – COOPERATION

MATERIALS NEEDED: Colored construction paper, and colored balloons.

Cooperation is the first condition for creating a positive classroom climate. Discuss in what area's of life, cooperation seems to be very important and why. For example: Forest fighting, team sports, family, etc.

ACTIVITY: Balloon Toss Game

Divide class into 5-8 groups. Cut 6 inch colored squares (each a different color) from construction paper and have inflated balloons of some color for each card. The object of the game is to move the balloons around the room until they reach the matching colored card at each group table. The balloons must not touch the floor. If one does, it is disqualified. The students must not talk during each round. Each table group can keep track of their success rate. The time limit should provide at least 10 minutes of closure.

CLOSURE: Brainstorm different behaviors that contributed to a cooperative environment. Brainstorm different behaviors that hindered a cooperative environment. Allow at least some sharing time of feelings and feedback about the game.

SESSION 4 - COMPETITION/CONFLICT

MATERIALS NEEDED: Duplicated copies of Scavenger Hunt Game (See end of unit).

Review the list of behaviors that were helpful last week during the Balloon Toss Game. Discuss how competition winning/using complicates a cooperative team effort.

ACTIVITY: "Scavenger Hunt Game" The game this week introduces the feelings of competition and stress when trying to work as a team. The game has a time limit and generates a great deal of excitement.

Each team table/grouping is given an envelope of 10 different scavenger hunt items to find and a paper bag to collect their items. Each table group member must play a role in this game. One person is given the job of recorder where they record on a poster list the scavenger hunt item found and who found it. One team member is given the job of runner, which means if necessary they may get up from their seat to find an item. (Only the runner may get up from their seat!) The other team members are the scavengers and must each find one item from the list and have their name recorded. The last job is that of the reporter. The reporter reads off the items the group has found from the recorder list at "Tally Time". Allow 12-15 minutes for the activity to occur.

Tally Time is conducted after the scavenger hunt and each table grouping sends its representative to the front of the class to read off their recorder list and turn in the items collected. There is no winner or loser. The ideas of the game is for each group to do their very best and to look at what skills each group member showed that helped or hindered the team.

CLOSURE: Each group is asked to talk about the stress they may have felt during the game and how they attempted to cope with it. The list of ideas is listed on the board for the class to learn new skills.

SESSIONS 5 AND 6 - BELONGING

MATERIALS NEEDED: *Belonging* by Mary Anne McElmurry (Available from: Carthage, Ill. Good Apple, Inc. 1983).

In addition to trying to structure a positive classroom climate students need to feel invested in and have a sense of belonging to their class, school and community.

ACTIVITY: Develop an activity packet for each student using ideas from the following resource. The students packets are distributed each session, students work on assigned sheets, and a class discussion is used to summarize the important points of each activity.

One activity sheet from each student could be photocopied to create a classroom "Belonging Book".

SESSION 7 - PREVENTION

MATERIALS NEEDED: *Sometimes My Mom Drinks Too Much* by Kenny, Kevin and Krull, Helen. Milwaukee, Ill. Raintree Publishers, 1980.

ACTIVITY: The story *Sometimes My Mom Drinks Too Much*, is read to the class. The students share their feelings and discuss the conclusion.

FOLLOW UP: The story is pretty intense and may be difficult for some students. It is recommended that the teacher provide a follow up art time. Those students who may have had difficulty sharing their feelings verbally are given the opportunity to draw their feelings about the story.

SESSION 8 - PREVENTION

MATERIALS NEEDED: Chalkboard.

ACTIVITY: Brainstorm a list of reasons why people use drugs or alcohol. For example: To be popular, to be like someone else, peer pressure, loneliness, curiosity, to have fun, relax, to avoid problems, etc.

Divide the class into groups. Give each group one reason from the brainstormed list to create a mini drama. Allow 5 to 8 minutes for planning a role play of 3 to 4 minutes maximum.

CLOSURE: Discuss the effectiveness of using alcohol or drugs for any of these reasons. Share alternative resources for meeting these needs.

FOLLOW-UP: Create a "Healthy and Safe Alternatives" Bulletin Board with the ideas generated from the closure brainstorm list.

SESSION 9 - PREVENTION

MATERIALS NEEDED: Previously planned role-play.

ACTIVITY: The school guidance program offers a number of different prevention activities school-wide each year. An upper grade small counseling group called "Stepping Stones", adapted a script from the Weekly Reader Series, "Plays From Real Life," on alcoholism to show to the third/fourth grade class.

After viewing the play a group discussion was co-facilitated by the teacher, actors and counselor.

Ingram, Scott. *Saying No To Drugs, Trouble At Home*. Columbus, OH. Field Publications. 1987.

SESSION 10 - SELF ESTEEM--"I'M GLAD THAT I AM ME"

MATERIALS NEEDED: Dixie cups, scissors, duplicated cut-out sheets.

ACTIVITY: Each student is given a dixie cup and a cut-out sheet (see attached handout) that lists positive qualities anyone would value. They are reminded that these type of character traits will help them succeed throughout life with friends, problems, school and careers.

The cut-out sheet should be read aloud and clarified.

Each student is given a pair of scissors to cut out the traits and a marking pen to label their own paper cup with their name. The class is divided into groups (5 to 6 students per group). Each student is to give one trait to each member of their group. After making certain that everyone has been given one from everyone at their table, the students may give their remaining traits to anyone in the classroom. Each student should end up with a paper cup of strokes received from their classmates.

CLOSURE: The students are reminded that they each have special qualities that many of us appreciate and value.

SOURCE:
Christine Bailey
School Counselor
Monte Rio Union Sch. Dist.
P.O. Box 340
Monte Rio, CA 95462

DELIVERY METHOD:
• Guidance Curriculum
Individual Planning
Responsive Services
System Support

SCAVENGER HUNT GAME

Scavenger Hunt List

- | | |
|-------------------------|--------------------|
| Pencil with pink eraser | A piece of jewelry |
| Ruler | A toy |
| A green crayon | Something RED |
| A pencil bag or box | A picture of a dog |
| 5 cents | A key |

Scavenger Hunt Recorder:
List the items your group found from the scavenger hunt list. Next to each item , put down the first name of the individual who found it. Each group member must find at least one item.

Scavenger Hunt Item	First Name
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

CHARACTER TRAITS

POSITIVE

ENCOURAGING

PLEASANT

RESPONSIBLE

GENTLE

DEPENDABLE

PATIENT

TRUTHFUL

LOYAL

COOPERATIVE

FRIENDLY

RESPECTFUL

DECISION MAKING

UNIT

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help students develop good decision making skills.

GRADE LEVEL: K-3

GROUP SIZE: Class

TIME: 3 session, each 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to each session.

SUMMARY:

SESSION 1:

PURPOSE: To help students identify the consequences of good and bad choices.

MATERIALS NEEDED: *Three Little Pigs* - Children's story.

SUMMARY: Tell the students that they are going to hear a very familiar story, today. One that you believe they will all enjoy - the story of the *Three Little Pigs*. Explain to the students that as they listen to the story, you want them to think about the choices made by the three pigs and what happened because of their choices.

Read the story to the students. Discuss the choices made by the pigs and elicit from the students other choices the pigs could have made. Discuss the reasons for their choices. Emphasize the need for thoughtful planning and wise use of time in good problem-solving.

Discussion questions might include: "Which pig made a wise decision? How do you know? What happened to the pigs who made poor choices? What are some new ideas you have learned about making decisions (choices)? Who can tell us about a good decision you have made today?"

SESSION 2:

PURPOSE: To teach students how to rank order alternatives.

MATERIALS NEEDED: Duplicated copies of MAGIC WHEEL and a set of four cards for each student. The cards have the words: T.V., Play, Eat a snack, Help parents - written on them.

SUMMARY: Begin by saying, "Today we are going to play a game in which we are to think about the many choices we have to make when we are asked a question. For example, when you buy an ice cream cone, you have many choices. Let's say I have three choices (Rocky Road, Maple Nut and Chocolate Nuggat). If my first choice is Rocky Road it would go on the outside ring of my MAGIC WHEEL. If my second choice was Chocolate Nuggat, it would go on the second ring of my MAGIC WHEEL. Now how about my third choice, what would that be and where would it go?"

Each student is given a MAGIC WHEEL and four cards with the following words written on them: T.V., Play, Eat a snack, Help my parents.

Continue by saying, "Each of you have four cards and a MAGIC WHEEL. I am going to ask you a question and I want you to put your cards down on the wheel to show which will be your first choice, second choice, third choice and fourth choice. The question is--What will you do first when you get home from school?"

Watch T.V.

Play with a friend

Eat a snack

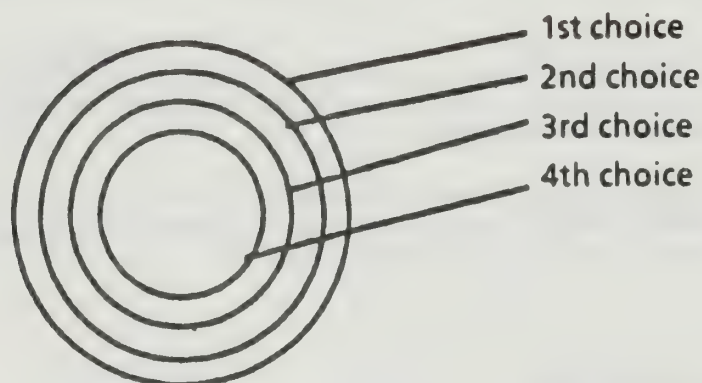
Help your parents

Have the students rank order their selections at this time. When the activity is completed discuss with the students the reasons for their selections.

After the students have heard each other's answers, have each of them take up their set of four cards and rank them again to see if the order changes. Have those who changed the orders of their cards talk about why they changed. Some ideas that may be brought out are: Different people have different interests, listening to someone else's ideas helps you to think about yours, some of us made the same choice, but for different reasons, different families have different rules.

Have the students describe a choice/problem they have had and identify alternatives. Use the MAGIC WHEEL to rank the alternatives. (Examples might include: Somebody accidentally trips you, Your best friend is acting like he/she is mad at you, etc.) Ask for volunteers to share their examples with the class. Conclude by summarizing: Good decisions are made when we have considered all alternatives and ranked ordered them by their importance.

MAGIC WHEEL



SESSION 3:

PURPOSE: To teach students the use of decision making skills in conflict resolution.

MATERIALS NEEDED: *The Puppy Problem* story, and drawing materials.

SUMMARY: Tell the students that you will be discussing how we take responsibility for our choices and actions. Ask them to listen carefully while you read a story and to think about how the children in the story might solve their problem over the puppy.

Read the story, *The Puppy Problem* aloud to the class. Have the students state the conflict and possible alternatives. Have students discuss positive and negative consequences for each alternative.

Tell them there is no right or wrong ending, but that their endings should be non-violent. Depending on the age of the students, they could either draw pictures of their alternative endings or write the alternative endings.

After the students have completed their endings, ask them to share their responses with the class. Summarize with: "When people disagree, it is a good time to use your decision making skills. You may need to weigh several alternatives before you can make a good decision, which is fair for everyone.

THE PUPPY PROBLEM

Ned was on his way home from school one day, when he heard a sound behind him. When he turned to look, he saw a little puppy, with floppy ears and big feet. The puppy seemed to be following Ned. It grinned and wagged its tail when Ned picked it up.

Ned's Mom liked the puppy and wanted to keep it, too, but she told Ned he'd have to ask everyone in the neighborhood if the puppy belonged to them before he could keep it. Ned went to all the houses, but no one had ever seen the puppy. So Ned took the puppy home and built a little bed for him right next to his own bed.

For two weeks Ned and the puppy were great friends, running and playing tag and hide n' seek together. Ned was very happy because he'd always wanted a dog of his own. The puppy was happy because he loved Ned. He had plenty of food to eat and his own bed at night.

One day Ned put the leash on his puppy and took him to the park. They were merrily running through the park when a little girl about Ned's age came running up to him. "Wow! That's my puppy. You've found my puppy. I lost him when we moved here two weeks ago. I've been so sad without him". Just then the puppy jumped happily up against the little girl. She grabbed the leash and tried to pull it out of Ned's hands. Then the puppy jumped happily up against Ned and Ned tried to pull the leash away from the little girl. They both kept pulling frantically on the leash trying to take the puppy away from each other. The puppy seemed to like them both very much.

SOURCE:

Elementary Developmental
Guidance Plan
Orange Co. Public Schools
445 West Amelia Street
Orlando, FL. 32802-0271

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SCHOOL SUCCESS SKILLS

UNIT

CONTENT AREA: EDUCATIONAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To provide a classroom guidance unit on school success skills.

GRADE LEVEL: 2-5

GROUP SIZE: Class

TIME: 5 sessions, 30 minutes each

SPACE REQUIRED: Classroom

SUMMARY:

This classroom guidance unit on SCHOOL SUCCESS SKILLS covers such topics as: appreciating our successes, practice makes perfect, learning from our mistakes, and study skills.

SESSION 1: SUCCESS TREE

PURPOSE: To help students identify past accomplishments and successes.

MATERIALS NEEDED: Construction paper, paste, crayons and scissors.

ACTIVITY: Pass out construction paper, paste, crayons and scissors. Have the students draw a large tree on a piece of construction paper. Have the students cut out leaves from another piece of construction paper. On the leaves, instruct the students to write a word or draw a picture of their accomplishments. Paste leaves on the tree. (With younger students you may want to use a pattern for the tree and leaves).

Have students draw clouds above the tree. In the clouds, have them write in words or draw symbols of things they would like to accomplish.

Ask students to share their Success Trees with the class. Discussion questions might include: "Which accomplishments are you most proud of? What are some accomplishments you hope to have in the future? How will you learn to do those things?"

SESSION 2: PRACTICE MAKES PERFECT

PURPOSE: To help students identify situations in which practice has improved a skill.

MATERIALS NEEDED: "How I Feel I Am Doing" worksheet.

ACTIVITY: Distribute "How I Feel I Am Doing" worksheet to each student. Instruct students to color their petals:

Red---if they really feel good about a particular area.

Yellow--if they feel pretty good about it, or

Blue--if they feel not so good about it.

Example: If a student feels good about what he/she is doing in math, then the student would color the math petal red.

After the students have completed their activity, ask them to share their "How I Feel I Am Doing" flower. Discussion questions might include: "Which petals did you color red? Yellow? Blue? How did you become successful in those areas you colored red? How much practice did it take to become successful in those areas? If there are areas you would like to improve, what steps can you take to do that? Will practice help to improve those areas?"

SESSION 3: MISTAKE MAKERS

PURPOSE: To help students turn mistakes into a learning experience.

MATERIALS NEEDED: Draw or collect a set of different drawings showing children doing things that are purposefully drawn wrong, such as a child walking in the rain holding his umbrella upside down, a child writing with his eraser, or a child walking on the ceiling, etc. Use stories or filmstrips which illustrate people making mistakes and learning from them. Possible sources: *The Witch Next Door* by Norman Birdwell, *Harold and the Purple Crayon* by Crockett Johnson, or *Amelia Bedelia* by Peggy Parish.

ACTIVITY: Show the students pictures you have collected illustrating people doing things that are wrong. Discuss how we learn from our mistakes.

Read a story to the students about making mistakes and learning from them. (See suggestions under materials). After reading the story, have the students share their experiences regarding "A time I made a mistake and learned from it". This can be done with the whole class or small groups. Discussion questions might include: "Did you make a mistake that was similar to someone else? How do we learn from mistakes? Is making a mistake a good thing? Why or why not?"

SESSION 4: WAYS TO STUDY

PURPOSE: To help students identify effective and ineffective ways to study.

MATERIALS NEEDED: Puppet, stuffed animal or picture of a seal

ACTIVITY: Discuss the importance of studying. What does it mean to study? Why is it important? How can you tell if you have good study habits?

Introduce the students to Mr. Study Seal (use a puppet, stuffed animal or picture of a seal). Have Mr. Study Seal present the FLIPPERS DOWN (ways that prevent us from finding success) and FLIPPER UP (ways to find Seal-Success). Summarize good study habits on the chalkboard. Ask students to evaluate their study habits. Do they need to change any of their habits?

FLIPPERS DOWN

- Forgetting to bring work home
- Depending on others to do your work
- Daydreaming away your time
- Give up easily when stuck
- Rush to work late at night
- Stop in the middle to play
- Listen to TV/music while studying
- Forgetting to bring work to school

FLIPPERS UP

- Plan your study time carefully
- Be fresh, not tired or hungry
- Have everything you need before you start to study
- Have good lighting
- Work where it is quiet
- Always use the same work area
- Rest between assignments
- Check your work for mistakes
- When finished put it where you will see it as you leave for school in the morning.

SESSION 5: PERSONAL STUDY HABITS

PURPOSE: To help students evaluate their personal study skills.

MATERIALS NEEDED: "Score Your Study Habits" worksheet.

ACTIVITY: Distribute the "Score Your Study Habits" worksheet. Instruct students to place a check in one column for each numbered statement. Assist students in totaling their score at the bottom of the worksheet. Discuss each item to facilitate students' understanding.

Have students work in small groups or individually to develop a plan for improvement (if needed). Share ideas with the entire class.

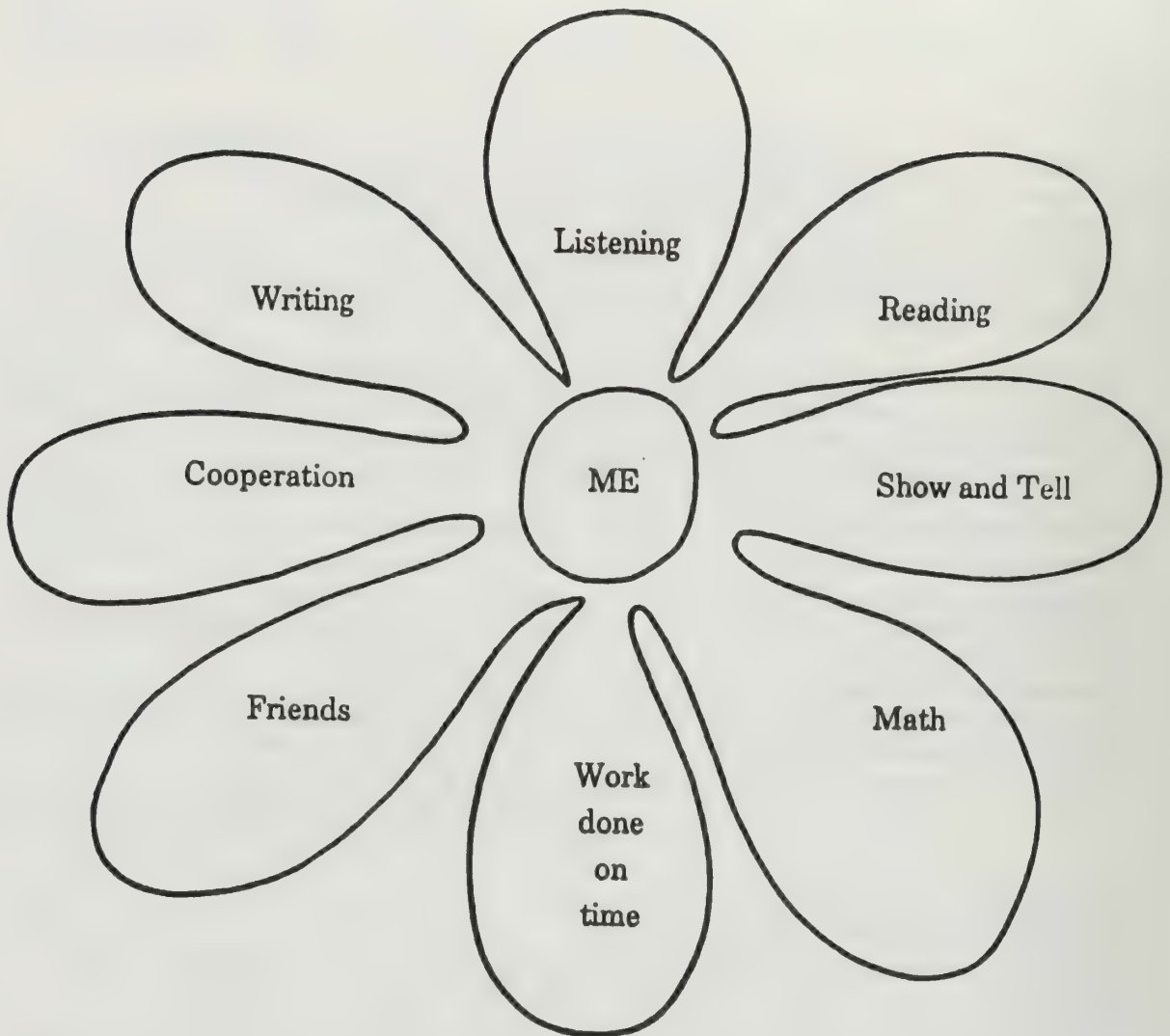
SOURCE:

Elementary Developmental
Guidance Plan
Orange Co. Public Schools
445 West Amelia Street
Orlando, FL 32802-0271

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

HOW I FEEL I AM DOING



Green - Good

Yellow - Okay

Red - Not so good

NAME _____ DATE _____



"SCORE YOUR STUDY HABITS!"

1. I make up a study schedule
2. I follow my schedule
3. I write down each day's assignments ...
4. I review the last lesson before starting the next
5. I begin to listen and work in class and not waste time
6. I do my homework before TV or social activities
7. I keep working until I am finished
8. I read different parts of my lesson more than once
9. I complete every assignment
10. I look up new words in my dictionary ...
11. I study in a quiet place at home

Always	Most of the time	Some	Not Often	Never

SCORE: Each mark in the Always column counts 10 points.
 Each mark in the Most of Time column counts 8 points.
 Each mark in the Some column counts 5 points.
 Each mark in the Not Often column counts 1 points. Zero column = 0 point.

RESULTS: 100 excellent; 85-75 good; 50-75 needs help!

A+ : POSITIVE ALTERNATIVES

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students identify their anger and learn appropriate ways for expression.

GRADE LEVEL: K-4

GROUP SIZE: 4 to 6 students

TIME: 6 sessions, each 30 minutes

SPACE REQUIRED: Group room or office

MATERIALS NEEDED: Copy of "Old Woman Who Lived In A Shoe," "The Fox and the Wood Cutter," and "Mistress Mary." (Source: *Feeling Good About Me* by Kenneth Morrison & Marcia Thompson, P.O. Box 21311, Educational Media Corp., Minneapolis, MN 55421), *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst, balloons, paper, crayons and badges.

SUMMARY:

This ANGER CONTROL GROUP was designed to assist elementary students identify their anger and learn productive alternatives for expressing angry feelings.

SESSION 1:

Discuss ground rules and confidentiality. Ask group members to introduce themselves by identifying three of their "favorite activities." Read and discuss with the group the "Old Woman Who Lived in a Shoe."

SESSION 2:

Review with the group the "Old Woman Who Lived in a Shoe." Assign a character from the rhyme to each group member. Ask them to relate how each character would feel. Encourage group members to think of times when they had similar feelings. Ask each member to share that experience and their reaction with the group.

SESSION 3:

Read the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Use a balloon to demonstrate how anger builds with each incident. (Add air to the balloon each time an incident happens). Discuss what would eventually happen to the balloon, if anger kept building. Brainstorm alternative ways to express anger. Ask students to share times when they have had similar feelings to the character in the story and talk about "What they did or could have done about their feelings".

SESSION 4:

Read the story "The Fox and the Woodcutter." Discuss and role-play alternative ways to express anger. (Empty chair technique works very well).

SESSION 5:

Read and discuss "Mistress Mary." Define contrary. Ask group members to give examples of irresponsible and responsible anger. Have members draw pictures of irresponsible and responsible anger. Ask the members to explain their pictures to the group, once the activity is completed.

SESSION 6:

Ask each group member to talk about how they are going to use positive alternatives. Make a "I am Responsible For My Angry Feelings" badge for each student. Badges can be made in any shape or form, but they will last longer, if laminated.

SOURCE:

Janice LaFountain
M.F. Heck Elementary
P.O. Box 166
Belgrade, MT. 59714

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

FRIENDSHIP SUPPORT GROUP

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students build self-esteem, deal with feelings, and improve interpersonal relationships.

GRADE LEVEL: K-6

GROUP SIZE: 6-8

TIME: 8-10, 1/2 hr. sessions

SPACE REQUIRED: Small room

MATERIALS NEEDED: See resources below.

SUMMARY:

All participants in group have been selected or requested by the classroom teacher, parent or counselor to participate. Parent sign-off is required. The teacher and counselor cooperatively establish good times for two group sessions each week. The counselor begins by explaining the goals of the group, building group rules, and getting acquainted with ice breakers.

Literature is used to set the tone for empathy and understanding feelings surrounding various types of friendship experiences. It is important to know what the children feel about their friendships status, so a pre- and post-assessment is completed.

A number of different resources have been used over the years to develop lessons that are unique to each grade level. Grade levels are rarely mixed since there is generally enough students within each grade level. Good role models are selected to participate in each group as well.

Each lesson presents one or more concepts that will involve the students, help them "process" the ideas presented in the lessons, and provide opportunities for students to practice the personal/social skills related to the lesson concepts. These are done through direct instruction, circle discussion, role-play, games, field work and activity sheets that reinforce skills or gather information that helps identify where a student is.

LESSONS INCLUDE: What is a Friend, How to be a Friend, Making a new Friend, Keeping a Friend, Listening and Communicating, Sharing, Closure, Student Evaluation, and a Party (give certificates of completion).

RESOURCES USED:

A Kids Guide to Making Friends by Joy Wilt

The Assist Teaching Friendship Skills Manual by Pat Huggins/Petra Hansen

Friendship Group Manual for Social Skills Development by Eugene Urban

The Social Skills Game by Berthold Berg

Literature from the Library on Friendship

Pre- and Post-Assessment Scale (ASSIST)

SOURCE:

Karen DeBoer

School Counselor

Lockwood Elementary

1921 Hwy. 87 E. Rt. 2

Billings, MT 59101

DELIVERY METHOD:

Guidance Curriculum

Individual Planning

- Responsive Services
- System Support

I AM ME AND THAT IS ENOUGH!

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS--FEELINGS AND BEHAVIOR--
INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help identified students enhance their self-esteem and sense of personal power.

GRADE LEVEL: 1-4

GROUP SIZE: 4-6 students

TIME: 6 sessions, 30 minutes each

SPACE REQUIRED: Group room or office

MATERIALS NEEDED: *Thinking, Feeling, Behaving* by Ann Vernon (Available from: Research Press, 2612 No. Mattis Ave., Champaign, IL.).

SUMMARY:

This small group format was developed for an elementary SELF-ESTEEM GROUP. The topic, discussion, and activities for each session is outlined below.

SESSION 1: SELF ACCEPTANCE

1. Introduce group members. Discuss group purpose and ground rules.
2. Review CAN DO, CAN'T DO Skill Chart.
3. Discuss --People have both strengths and weaknesses.

SESSION 2: FEELINGS

1. Review Session 1 and introduce feelings.
2. Using FEELINGS SPINNER, discuss different feelings. The FEELINGS SPINNER is found in *Thinking, Feeling, Behaving* by Ann Vernon.
3. Ask group members to give examples of when they had a similar feeling.

SESSION 3: FEELINGS CONT.

1. Review Feelings.
2. Make chart of pleasant and unpleasant feelings.
3. Brainstorm ways to appropriately express feelings.

SESSION 4: BEHAVIOR

1. Review expressing feelings.
2. Define behavior and connect to feelings.
3. Read SENSIBLE OR NOT SENSIBLE story from *Thinking, Feeling, Behaving* by Ann Vernon
4. Discuss and personalize.

SESSION 5: PROBLEM SOLVING/DECISION MAKING

1. Review behavior and connection to feelings.
2. Define cause and effect.
3. Play CAUSE LOTTERY - for each negative cause discuss positive alternatives. CAUSE LOTTERY is found in *Thinking, Feeling, Behaving* by Ann Vernon.

SESSION 6: INTERPERSONAL RELATIONSHIPS

1. Review Cause and Effect.
2. Play PLUS or MINUS TAC-TOE. (Found in *Thinking, Feeling, Behaving*).
3. Discuss how positive and negative behavior affect relationships.
4. Closure and group evaluations.

SOURCE:

Janice LaFountain
M.F. Heck Elementary
P.O. Box 166
Belgrade, MT 59714

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

CHANGING FAMILIES

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a support group to children in a divorce situation.

GRADE LEVEL: K-5

GROUP SIZE: 6-8

TIME: 30 min., 1 - 2 times weekly

SPACE REQUIRED: Small room

MATERIALS NEEDED: See resources below.

SUMMARY:

The purpose of a group experience is to allow a non-threatening way to address emotional concerns (fear, sadness, loneliness, anger, guilt) associated with divorce. The group provides a support network. Because divorce, remarriage, or blended families create change in a child's developmental continuum, teaching children coping skills is imperative for developmental progress to be maintained.

All participants in this group have been identified as having a need for support by either the parent, teacher or the counselor to participate. Parent sign-off is required. The sign-off is a letter describing the intent of group and what will be covered. The teacher and counselor cooperatively schedule one or two group sessions each week. This counselor has found that it is more beneficial for younger students to meet twice a week. The group begins with the group goals, purpose, rules and getting acquainted activities.

A variety of library books are used throughout the sessions. The children tend to relate to the characters and see commonalities and differences between the characters and themselves which creates a comfortable way to start talking about their issues and concerns.

The next few lessons discuss new and different words and their meanings, (custody, lawyer, judge, visiting rights, etc.) Group discussion, role playing, films, drawings, and various worksheets are used. Lessons include positive ways to cope with feelings, (walk, read, sing, call a friend, music etc.) adjusting to changes, (new school, one parent, visitation rights, money, step parent, siblings, etc.), problem solving, communication, listening and discussion. The group helps members tie it all together and helps them understand there is on-going support all around them to help them adjust to divorce. The group is concluded with a student evaluation, certificates of completion, and a parent letter. The parent letter suggest do's and don'ts, various resources that can help them at home with the children, and an open invitation to contact the counselor if they have questions or concerns. The group ends with a popcorn and juice party!

RESOURCES USED:

Group Work With Children of Divorce by Molly Minnick

The Changing Family by Paul Ciborowski

Parting: Guide for Counselors by State Department of Education, Columbia SC.

Dinosaurs Divorce Filmstrip and Book

The Family Happenings Game

Changing Families Game

Various Literature Stories about Divorce

SOURCE:

Karen DeBoer

School Counselor

Lockwood Elementary

1932 Hwy 87 E. Rt 2

Billings, MT 59101

DELIVERY METHOD:

Guidance Curriculum

Individual Planning

• Responsive Services

System Support

COPING WITH DIVORCE

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a 6 week group session for children of divorce or separation.

GRADE LEVEL: K-4

GROUP SIZE: 4-6 students

TIME: 6 sessions, 30 minutes each

SPACE REQUIRED: Group room or office

MATERIALS NEEDED: Drawing paper, crayons, puppets, the *Dinosaurs Divorce* by Brown, *Let's Talk* by Jim Boulden (Available from: Boulden Publishing, P.O. Box 9249, Santa Rosa, CA 95405.)

SUMMARY:

This small group format was developed for an elementary DIVORCE GROUP. The purpose and activities for each session is outlined below.

SESSION 1:

PURPOSE: To develop a sense of trust and belonging to the group.

1. Discuss ground rules and confidentiality with group members.
2. Ask members to introduce themselves and identify three of their "favorite things" to do.
3. Draw pictures of their families doing something together.
4. Share pictures with the group.

SESSION 2:

PURPOSE: To help students label and understand their feelings about the divorce or separation.

1. Brainstorm feelings words.
2. Ask students to select 4 feelings words (that they feel or have felt about the divorce or separation) and draw pictures depicting the feelings words.
3. Share the pictures with the group.

SESSION 3:

PURPOSE: To help students realize that others have similar feelings and experiences and to help them gain an accurate picture of the divorce process.

1. Read *Dinosaurs Divorce* by Brown (1986).
2. Discuss the story.
3. Discuss feelings similar to those in the story.

SESSION 4:

PURPOSE: To assist students learn new coping skills to deal with their feelings about the divorce or separation.

1. Use puppets to initiate expression of feelings felt toward parents.
2. Allow group members to create their own puppet play.

SESSION 5:

PURPOSE: To help students realize that others have similar feelings and experiences and to help them gain an accurate picture of the divorce process.

1. Introduce and read *Let's Talk* (an activity book) by Jim Boulden.
2. Allow group members to color and draw as time allows.
3. Discuss similar experiences to those in the story.

SESSION 6:

PURPOSE: To assist students in learning new coping skills to deal with feelings associated with divorce.

1. Discuss how each group member can take an active role in coping with their parents divorce or separation.
2. Brainstorm coping skills they can use.
3. Closing activity and saying good-bye to the group.

SOURCE:

Janice LaFountain
M.F. Heck Elementary
P.O. Box 166
Belgrade, MT 59714

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

COPING WITH YOUR PARENTS' DIVORCE GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide students with a support group dealing with divorce issues.

GRADE LEVEL: 3-5

GROUP SIZE: 6-8 students

TIME: 6-8 sessions, 30 minutes each

SPACE REQUIRED: Classroom or group room

MATERIALS NEEDED: *Coping With Your Parents' Divorce* filmstrip series (Available from: Learning Tree Filmstrips, P.O. Box 4116, Englewood, CO. 80155.)

SUMMARY:

The purpose of the divorce support group is 1) to provide opportunities for students to share their feelings with others, 2) to help students understand that they are not alone, 3) to assist students in dealing with hostility and 4) to give students coping skills to deal with the situation. The counselor visits each classroom, grades 3-5 to explain the purpose of the group. Participation in the group, which meets 6-8 sessions, is voluntary and contingent upon parental permission.

SESSION 1: Discuss group process, stress importance of confidentiality. Spend balance of session getting to know each other.

SESSIONS 2-5: Each session is opened with a filmstrip in the series *Coping With Your Parents' Divorce*. The filmstrips are designed to introduce topics for discussion.

SESSION 2: *A Broken Home* promotes discussion of assigning blame and introduces the concept that divorce might lead to happier lives.

SESSION 3: *Must You Choose Sides* explores feelings of children whose parents are engaging in custody disputes. The film and discussion will help children understand that changes in behaviors of both parents and children are expected and appropriate.

SESSION 4: *Full Time Parent/Weekend Parent* stimulates discussion on how to adjust to seeing less of one parent. Feelings of rejection and attendant hostility are discussed.

SESSION 5: *What If Mom/Dad Remarries?* raises the issue of stepparents and leads to discussions of how children feel about remarriage. The discussion helps group members to understand that they can love a stepparent without minimizing love for a natural parent.

SESSIONS 6-8: The group deals with ways to get individual help if needed. Resources for the counselor include *The Boys' and Girls' Book About Divorce* by Richard Gardner, MD. This is suitable both for children to read on their own or for use by a counselor with younger children. A second filmstrip series, *My Mother and Father Are Getting Divorced* (Available from: Sunburst Communications, 101 Castleton Street, Pleasantville, NY. 10570), may be used to supplement the other material.

SOURCE:

Nancy Allen
Pinar School
3701 Anthony Lane
Orlando, FL 32822

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

This group was featured in the 1990 American School Counselor Association publication, *The Best For Our Kids: Exemplary Elementary Guidance and Counseling Programs* by Martin Gerstein and Marilyn Lichtman. Permission to reprint granted by Orange Co. Public Schools, Orlando, FL.

CHILDREN OF DIVORCE

GROUP

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a support group for children of divorce.

GRADE LEVEL: 1-5

GROUP SIZE: 4-8 students

TIME: 8 sessions, 1 hour each

SPACE REQUIRED: Classroom or office with table

MATERIALS NEEDED: *Group Work With Children of Divorce* by Molly Minnick, markers, poster board, paper, plastic Easter eggs, treats, yarn, etc.

SUMMARY:

This group format is designed for children of divorced families. Students should be developmentally grouped according to their needs, such as grades 1-3 and grades 4-5. The group format was developed and published by Molly Minnick (reference cited below) and is successfully used by many Montana elementary counselors. Minnick's resources include:

GROUP WORK WITH CHILDREN OF DIVORCE:

This comprehensive manual contains all the material and instructions necessary for conducting an eight week group program for children experiencing divorce. Using non-threatening activities and games, children are allowed to "talk" about their divorce experience. In use since, 1985, *Group Work* was completely updated in a 1990 second edition.

DIVORCE ILLUSTRATED:

This 60 page manual was written in response to therapists using *Group Work With Children of Divorce*. It contains dozens of supplemental ideas for group sessions, materials for individual therapy and materials for preschool and adolescent children. Also included are a set of "feeling cards" with many ideas on their use in therapy.

DIVORCE ILLUSTRATED WORKBOOK:

Many children, upon completion of the divorce adjustment group, request materials to take home with them. *Divorce Illustrated Workbook* was written for this purpose. It can be used as a supplement to the group sessions or with individual sessions.

The following session and handouts were reprinted with permission from *Group Work With Children Of Divorce*.

SOURCE:

Pincapple Press
Molly Minnick, M.S.W.
P.O. Box 1531
East Lansing, MI 48826

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

SESSION FOUR: VALUES AND CLARIFICATION

MATERIALS NEEDED: "Group Rules" poster, Feelings clarification sheet, Values clarification sheet, 1 piece of posterboard, 2 felt markers, and pens for each group member.

NOTES TO THE THERAPIST:

The activities in this session will focus on both the similarities and differences in the children's feelings and values regarding divorce. This has always been a favorite session of participants.

FEELINGS CLARIFICATION:

Tell the children that in this session the group will look at how each member feels about certain divorce experiences. In addition, they will find out about the feelings that many of them have in common as well as feelings that are unique to only one or two of them.

Explain that everyone will be given a list of unfinished sentences. When each sentence is read by the therapist, the children should fill in the blank with the feeling word which best finishes the sentence for them.

Emphasize that there are no right or wrong answers. What is important is that each person fills in the blank with the word which best describes his or her feelings.

Proceed to read each sentence, allowing the children enough time to fill in the blank. When everyone has finished, have each child slowly read back his or her words, in no particular order. Write each word that is read on the big posterboard. Add new words as they are given and a hash mark next to words already mentioned. When everyone has had their turn, hold up the poster and allow the children to point out and comment upon the most common feelings. Make note of these. Draw a line under the feeling words which were only mentioned once or twice.

VALUES CLARIFICATION:

Give each group member a Values Clarification Sheet. Tell them that just as people can have similar and different feelings about divorce, they also have a wide range of values.

Tell them that each sentence will be read aloud. As soon as the sentence has been read, the children are to respond immediately in one of the following ways:

1. Stand up if they strongly agree.
2. Raise their hand if they agree.
3. Fold their arms over their chest if they have no opinion.
4. Put one thumb down if they disagree.
5. Put two thumbs down if they strongly disagree.

After each statement has been read take a few moments to comment on how the group members have responded. For example, if everyone stands up after a statement, ask a couple members to tell why they stood up. On the other hand, if there are a range of answers (which is usually the case) encourage a discussion about these differences.

It is important that the therapist emphasize that there are no right or wrong answers and to create an atmosphere that is accepting of all the values expressed.

FEELINGS CLARIFICATION

Fill in the following blanks with feeling words. If you are working in a group, the words can be shared to see which are the most and least common feelings in your group.

1. Today I feel_____.
2. Coming here makes me feel_____.
3. The word divorce makes me feel_____.
4. I felt_____when my parents divorced.
5. When I see my mom/dad on weekends, I feel_____.
6. I feel _____when I think about my parents' remarrying.
7. I feel _____talking about divorce.
8. When I first found out my parents were getting a divorce, I felt_____.
9. I feel _____when I am around children whose parents aren't divorced.
10. I feel _____when my parents are in the same room together.
11. My siblings felt _____about my parents' divorce.
12. Most of the time I feel _____in school.
13. If my parents got back together I would feel_____.
14. My grandparents felt _____when they heard about the divorce.
15. Most of the time I feel _____.
16. Sometimes I feel really _____.
17. I'm glad I don't feel _____anymore.
18. Sometimes I wish I felt _____.
19. Most of the time my father feels _____.
20. Most of the time my mother feels _____.

VALUES CLARIFICATION

We all feel differently about things in our lives. Those things that mean the most to us are things that we value. The word value can also be defined as the meaning we give to an item or a situation.

We learned in the "feelings" section that often we have different feelings about our divorce situation. In the same way, our values may differ too. Following is an exercise to examine this.

- ___ Parents should wait until their children are grown-up before getting a divorce.
- ___ Sometimes the children cause their parent's divorce.
- ___ Children from divorced families can be just as happy as children from non-divorced families.
- ___ Children can sometimes get their parents back together.
- ___ A parent who does not live with a child can still love him or her very much.
- ___ Kids whose parents are divorced get into more trouble at school.
- ___ It is better not to tell anyone if your parents are divorced.
- ___ It is good for the children to live half of the time with their mom and half the time with their dad.
- ___ Once people marry they should never get a divorce.
- ___ You should like your step-brothers and step-sisters.
- ___ Parents should date after they divorce.
- ___ The hardest thing about divorce is watching parents fight about children.
- ___ If parents remarry the children should be a part of the wedding.
- ___ The parent you live with should let you visit with the other parent.
- ___ Children usually know why their parents divorced.
- ___ I don't ever want to get married.
- ___ Judges and lawyers should decide which parent the children live with.
- ___ It's hard when other people find out your parents are divorced.
- ___ Parents should lie about information they think will hurt the children.
- ___ Children suffer more than anyone else when parents divorce.
- ___ Children need to see both parents alot while they are growing.

STEPFAMILIES

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide students who are living in a stepfamily a support group.

GRADE LEVEL: 2-5

GROUP SIZE: 6-8 students

TIME: 10 sessions, 30 min. each

SPACE REQUIRED: Group room or office

SUMMARY:

This group counseling program is designed for elementary students who are living in a stepfamily. Adapting to a stepfamily situation has become the norm for a large number of children in today's society. Feeling angry, confused, hurt, or frustrated is not uncommon for the child. This program will enable the child to make a better adjustment to the stepfamily situation.

PROGRAM GOALS :

1. To help children living in a stepfamily understand, cope with and express their feelings and thoughts.
2. To discuss and share their concerns with others.
3. To help children look for positive aspects of their situation.
4. To help children contribute to the stepfamily in a positive manner.

PRE-GROUP ACTIVITIES:

1. Make the school community aware of the group counseling program via the school newsletter, open house, faculty presentations and individual conferences.
2. An individual pre-group counseling interview and classroom/playground observation of all candidates is recommended.
3. Notification of parents and permission forms are required before group participation.
4. Work with classroom teachers to schedule a weekly 30 minute time slot.

SESSION 1:

PURPOSE : To establish a sense of commonality in the group and to establish group rules.

MATERIALS NEEDED: Tag board and markers, "*She Is Not My Real Mother*" by Judith Vigna.

ACTIVITY 1: Read "*She Is Not My Real Mother*" by Judith Vigna. Ask the group if they have something in common with the boy in the story. Discuss what is a stepfamily. Help the children to define stepparent, stepbrother/sister and half sibling.

ACTIVITY 2: Have the students generate a list of group rules that will help them work together. Place the rules on tag board so that they may be reviewed during the following sessions. Ask the students to create a name for the group. The name can be placed on a piece of tag board with a weekly counting system to show the number of sessions remaining. (Example: A cluster of balloons drawn on the tag board, numbered 1 through 10. After each session, the corresponding number is colored in).

SESSION 2:

PURPOSE: To establish the family structure of each child's living arrangements.

MATERIALS NEEDED: One sheet of 12x18 white drawing paper for each student, crayons or markers.

ACTIVITY 1: Tell the students that today they will be doing an art project called the Family Tree. In their case they will make two trees. One tree will represent the family they live with most of the time. The other tree will represent the family of their other parent. Draw an example on the chalkboard. Only the trunk and limbs should be drawn, not leaves. The trees and branches need to be large so that names of family members can be written on them. During the last 10 minutes of the session, have students share their pictures and family information. Briefly discuss what is different when they stay at the each house. What do they like and dislike about both situations. (Example of Family Tree below).



SESSION 3:

PURPOSE: To establish a list of feeling words and practice the usage of the words through "I" statements.

MATERIALS NEEDED: One copy of "Feelings" and "Feeling Talk" from *Liking Myself* by Pat Palmer, one piece of tag board, each student's family tree and colored paper cut in strips (optional).

ACTIVITY 1: Read "Feelings" to the group. A list of feeling words can be placed on tag board for present and future use. Have the students place a feeling word on each limb of their Family Tree, that best describes their feelings toward that person.

ACTIVITY 2: Introduce the "I Think, I Feel, I Want Game" from "Feeling Talk". This game could be played as indicated or perhaps by sitting in a circle so that the counselor can help facilitate. Small strips of paper could be cut and given as tokens when a student gives an appropriate response. Three colors of paper should be used to indicate THINK, FEEL or WANT statements and the students are encouraged to earn all three colors by the end of the game.

SESSION 4:

PURPOSE: To encourage students to express feelings and concerns.

MATERIALS NEEDED: "Feeling Talk", yarn, cassette type recorder and blank tape.

ACTIVITY 1: Continue with "Feeling Talk" after the THINK, WANT and FEEL game. Review the feeling words and add words if needed. Introduce the concept of role play via the FEELING TALK GAME. Again, it may be more appropriate to play the game in a circle group. Two students could work within an inner circle with the counselor and other group members observing.

ACTIVITY 2: Have the students sit in a circle. Tell the students that today's activity will be recorded on the tape cassette and used in the next session. Explain to the students that today they will share things they like and dislike about living with a stepfamily. Each time they speak they use a feeling word from the list, that best describes how they feel when this situation happens at home. The yarn is to be held by the student who is speaking. When the student is done speaking he/she will hold on to a piece of the yarn and pass the ball to another student. After each student has shared a positive and negative aspect of their home situation, discuss the yarn pattern that has been created. Discuss the importance of each group member to the web created and what would happen if one member were to let go.

SESSION 5:

PURPOSE: To practice expressing feelings and concerns.

MATERIALS NEEDED: Cassette tape recorder, tape of session 4, and one sheet of paper for each student.

ACTIVITY 1: Listen to the tape recording from session 4. Review the type of problems and feelings that were shared. Explain to the students that they are going to learn a new way to say things that will help prevent problems. Give an example of the wrong and right way to express "I" statements, such as:

"I want you to sit up straight and listen to me!" vs. "When you sit so quietly and look at me when I speak, it really makes me feel good".

Explain that the second message was a "Feeling Message" and it was two parts. The counselor should identify these by writing on the chalkboard:

Feeling: I Feel _____
Message: When you _____.

Refer back to the individual problems identified through the tape recording. Have students write a "Feeling Message" on paper to respond to the problem. If time permits ask them to say their "Feeling Message" on the cassette recorder. Encourage the students to practice "Feeling Messages" with friends, teachers and family members. Ask them to record any examples they use and be prepared to share them with the group next time.

SESSION 6:

PURPOSE: To help students learn and practice a positive method of dealing with their anger.

MATERIALS NEEDED: Filmstrip "Don't Stay Mad" or any other filmstrip that deals with anger.

ACTIVITY 1: Have the students share their experiences of practicing "Feeling Messages" with friends, parents, and teachers.

ACTIVITY 2: Show and discuss the filmstrip "Don't Stay Mad". The filmstrip illustrates positive ways of releasing anger and encourages practice through role playing and role reversal.

SESSION 7:

PURPOSE: To help students learn and practice a positive method of dealing with their anger.

MATERIALS NEEDED: *Boys and Girls Book About Stepfamilies* by R. Gardner and a balloon.

ACTIVITY 1: Read "Using the Wrong Person as a Target for Your Anger" pages 81-85 from Gardner's book. Encourage the students to talk about times when they had similar feelings.

ACTIVITY 2: To demonstrate what happens when you hold anger inside you -- blow up the balloon. Talk about how this feels inside. (Example: Feels like you are going to explode, or to get sick or hit somebody, or say hurtful things). As you release air from the balloon, talk about feeling relaxed. Have the students practice taking relaxing breaths. Have each student practice: 1-taking a relaxing breath and 2- following that with a "Feeling Message". Encourage students to practice this technique when they get angry and be prepared to report to the group next week.

SESSION 8:

PURPOSE: To build self esteem by sharing special qualities about yourself and family members.

MATERIALS NEEDED: Family Trees, pencils, and markers or crayons.

ACTIVITY 1: Ask the group to make a list of the types of things that people are proud of in relation to traits, behaviors and achievements. Record the list on the chalkboard. Have the students sit in a semi-circle facing the chalkboard. Ask the students to take turns sharing something about themselves that they are proud of. They may start by saying "I'm proud that I....."

ACTIVITY 2: Have the students record their most special quality next to their name on the Family Tree. Next, have them record a quality that they "like most about" each family member on their Family Trees. Discuss the importance of remembering the positive things about a person as a way of dealing with negative feelings.

SESSION 9:

PURPOSE: To help the student understand that love is shown in many ways and doesn't disappear during times of anger.

MATERIALS NEEDED: *The Boys and Girls Book About Stepfamilies* by R. Gardner, chalkboard or tag board, and 3x5 index cards.

ACTIVITY 1: Read pages 67-70 in Gardner's book. Discuss the story and topic.

ACTIVITY 2: Ask the students to think of ways to show their love at home. What kinds of things can they do for or with their parents to show their love? Record their ideas on the chalkboard. Help students generate a variety of ideas revolving around using good manners, smiling, sharing, using feeling messages, etc.

ACTIVITY 3: Have the students decide what ideas they want to try at home. Have them create CARING COUPONS by writing their message on 3x5 cards. An example might be:

On _____, I plan to make my _____ feel good by _____.
day parent

The coupon should be taken home and shared with the parent or stepparent. Once the responsibilities of the coupon are completed, the parent signs the coupon. The student brings the signed coupon back for the next session.

SESSION 10:

PURPOSE: To have students understand that both deeds and words can show that you care.

MATERIALS NEEDED: 3x5 index cards.

ACTIVITY 1: Have the students share their coupons with the group and explain how their activities worked.

Using the Family Trees, have each student tell the group how things are with each family member, and what they did or tried to do, to help improve problem situations.

ACTIVITY 2: Have each student fill out a CARING COUPON to show what they will work on with each family member. Let the students know that even though this is the last session, you will look forward to hearing from them- when their coupon tasks are completed.

SOURCE:

Floyd Hanson
School Counselor
Kenosha Unified School Dist.
Kenosha, WI

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

CARE GROUP

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS--FEELINGS AND BEHAVIOR--
INTERPERSONAL SKILLS.

APPLICATION:

PURPOSE: To foster social and interpersonal development through a small group format.

GRADE LEVEL: 3-4

GROUP SIZE: 4-6 students

TIME: 9 sessions, 30-45 min. each

SPACE REQUIRED: Group room or office

MATERIALS NEEDED: Feelings Cards, paper for Feelings Books, *Goodbye Rune*, balloon, strips of paper, art materials, *Warm Fuzzy* story, *Paul and Sebastian*, and In A Pickle game (Available from: American Guidance Service, Box 99, Circle Pines, MN. 55014).

SUMMARY:

The following small group format was developed as part of a CARE Program. Information includes an outline of the group sessions and evaluation form.

SESSION 1: FEELINGS

1. Introductions.
2. Use feelings cards to discuss feelings.
3. Have students read cards and tell about a time when they experienced that feeling.

SESSION 2: FEELINGS BOOKS

1. Discuss family situations - stressing each family is special and unique.
2. Draw pictures of families in "Feelings Books" (These books will be used throughout the sessions).
3. Play "Duck, Duck, Goose" except use the phrase "Families, Families, Are Different".

SESSION 3: GRIEVING

1. Read and discuss "Good-Bye Rune".
2. Talk about death, loss and the grieving process.

SESSION 4: ANGER

1. Write two things that cause angry feelings on a strip of paper.
2. Draw an angry face on a balloon.
3. Have students read their papers and SLAP them down in the middle of the circle.
4. When all the papers have been read, discuss tempers, good vs. bad ways of dealing with anger.
5. Pop the balloon (helps to clarify the idea of exploding).

SESSION 5: SELF-ESTEEM

1. Make cards that spell self-esteem.
2. As the cards are laid down to spell the word, each student tells about one thing they are good at.
3. Role play someone with high vs. low self-esteem. Students use "thumbs-up" to indicate a remark that shows high self-esteem.
4. Make speciality hats and share with the group.

SESSION 6: WARM FUZZIES

1. Read the "Warm Fuzzy" story.
2. Make warm fuzzy "pass-around" posters. Students each write a warm fuzzy about each other.

SESSION 7: FRIENDSHIPS

1. Read *Paul and Sebastian*.
2. Create a perfect friend - use adjectives written on paper to decorate a balloon.
3. Talk about making new friends and how friends treat each other. Role play situations.

SESSION 8: CHOICES AND DECISION-MAKING

1. Discuss "Mud Mind" and "Clear Mind" thoughts (taken from Pumsy in Pursuit of Excellence). Discuss ways of staying in a clear mind.
2. Have students write down a list of ways to combat "Mud Mind" thoughts in their feelings books.
3. Use IN A PICKLE cards - take turns reading and answering.
4. Send parent evaluation form home with students.

SESSION 9: SAYING GOOD-BYE

1. Ask students to fill out an evaluation.
2. Play the following game: As the group is singing the song, pass around strips of paper with different feelings written on them. Whoever has the feeling card in their hand when the song ends, tells about a time when they had this feeling.

Song (sung to the tune of "Have You Ever Seen A Lassie")

HAVE YOU EVER HAD A FEELING, A FEELING, A FEELING?
HAVE YOU EVER HAD A FEELING, A FEELING LIKE THIS?

3. Sing "You've Got A Friend" or "Don't Worry, Be Happy".

SOURCE:

Kristi Bergland-Ragar
School Counselor
Quaw Elementary
P.O. Box 166
Belgrade, MT. 59714

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

PARENT EVALUATION OF CARE GROUP

Please take a few minutes to answer the questions below. Your comments will help me in facilitating future Care Groups.

What has your child shared with you about the Care Group? _____

Do you think it has been a positive experience? _____

How has this experience benefitted or not benefitted your child? _____

Thank you.

RAINBOWS FOR ALL CHILDREN

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide support to children in single parent or step family situations.

GRADE LEVEL: K-8

GROUP SIZE: 10 or less

TIME: 1 pd. per wk.- 12 wks.

SPACE REQUIRED: Private area

MATERIALS NEEDED: Rainbows For All Children manual and workbook.

SUMMARY:

Choteau Elementary provides support groups for children who live in single parent or step family situations. Other students may participate if they choose. Students are contacted and invited to participate in the 12 week support groups. Parents are notified and permission is obtained before their child may participate in the group.

Classroom teachers volunteer to facilitate the support groups during the lunch hour. The support groups use a structured format through the Rainbows For All Children Program. This program originated in a parochial school, but is currently published without biblical references. The program includes a manual and student workbooks for individual grade levels. The materials can be obtained from:

Rainbows For All Children, Inc.
913 Margret St.
Des Plaines, IL 60016

At the completion of the 12 week support groups, special parties have been hosted for group members and their parents.

SOURCE:

Marie Malmgren
School Counselor
Choteau Elementary
Choteau, MT 59422

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

BEREAVEMENT

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help children who have experienced a loss, cope with their grief.

GRADE LEVEL: K-8

GROUP SIZE: 4-8 students

TIME: 5 sessions, each 60-90 minutes.

SPACE REQUIRED: Group room or classroom

MATERIALS NEEDED: *Bereavement Support Group Program for Children* by Beth Haasl, B.S. and Jean Marnocha, MSW. (Source cited below).

SUMMARY:

The BEREAVEMENT SUPPORT GROUP PROGRAM FOR CHILDREN includes a Leader Manual and Participant Workbook. The program is easy to use and adapt to your particular needs. Many counselors, both elementary and middle school, throughout Montana were successfully using the program, either in part or in its entirety. The program was developed through a cooperative effort of the Bellin Hospice Program and St. Vincent Hospital's Grief Care Program of Green Bay, Wisconsin. The program is outlined in five sessions, each 90 minutes long, however, depending on your student needs and time restrictions, the group session activities and format can be adjusted.

The LEADER MANUAL provides an overview of the program, rationale, objectives and procedures for establishing the support group. This includes sample letters to parents and teachers, informational brochures and parent handouts.

Each session is detailed with purposes, materials needed and specific activities.

The PARTICIPANT WORKBOOK contains specific activities for the five sessions. Space is provided for participant interaction with written comments and drawings. Group members are encouraged to share their workbook with their parents or guardians.

SOURCE:

Bereavement Support Group Program for Children by Beth Haasl, B.S. and Jean Marnocha, M.S.W.
Available from:

Accelerated Development, Inc.
3400 Kilgore Avenue
Muncie, IN 47304-4896

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

MIDDLE SCHOOL SECTION

GRADES 6-8

Activities	Pages 185- 232
Units	Pages 233- 287
Groups	Pages 288- 315

THE GIFT OF WORDS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To enhance self-concept and to provide positive feedback.

GRADE LEVEL: 4-6

GROUP SIZE: Class

TIME: 45-60 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Word list of positive descriptions, scissors, envelopes and pins for each student.

SUMMARY:

Create a list of positive descriptors that is appropriate to the grade level. Suggestions might include:

kind	positive attitude
considerate	honest
friendly	reliable
helpful	respectful of others
good sense of humor	cooperative
encouraging	pleasant
gentle	patient
sensitive	dependable

Type and duplicate the list of positive descriptors.

1. Give each student a positive descriptors handout and discuss what each word means.
2. Students are instructed to cut the word list apart and to pin envelopes on their backs.
3. Instruct students to put at least one positive word in each person's envelope.
4. Remind them not to remove envelopes until everyone has had an opportunity to distribute one word per person.
5. Everyone is to remove envelopes and sort through the words.

Discuss: Do people sometimes see us differently than we see ourselves?

Do we sometimes "filter" positive input from others?

How does it feel to give positive feedback?

What is it like to receive them?

Which words meant the most? Why?

Make a collage with the words.

SOURCE:

Terry Willis
School Counselor
Evergreen Schools
18 W. Evergreen Dr.
Kalispell, MT 59901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SELF-AWARENESS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To develop trust and cohesiveness within a support group.

GRADE LEVEL: 6-12

GROUP SIZE: 6-8 students

TIME: 50 minutes each

SPACE REQUIRED: Group area

MATERIALS NEEDED: Rocks, yarn, and scissors.

SUMMARY:

The following activities could be used as part of a support group format, or as in this particular case, as part of a Mini Camp Program. (See Polson Mini-Camps under Special Program).

ACTIVITY 1: ROCK SCULPTURE

1. Ask group members to select a rock (you'll need access to the outdoors) that is symbolic of their physical and personal characteristics.
2. Once selected ask group members to describe their rock to the group. They must explain how it is symbolic of their physical and personal characteristics. Group members are encouraged to ask questions for clarification.
3. As each member describes their rock, they place their rock in the center of the group circle in a "rock sculpture". The rock sculpture represents how they feel as a member of the group. (Close, outside the group, trusting, untrusting, connected, etc.). Each member also explains their reason for placement.
4. Process what the rock sculpture has revealed. If some members are feeling outside of the group, discuss what the group wants or could do about that.

ACTIVITY 2: FRIENDSHIP WEB

This activity can be effective as the closing session to a support group.

1. Explain to the group that they are going to have the opportunity to give positive strokes to each member of the group. Using the "Friendship Web" they can tell each member what they appreciated most about them.
2. Holding onto the end of the ball of yarn, pass the yarn to a group member. As you do this state, why you appreciate them. (Good for counselor to model the activity first).
3. The student who is the recipient of the yarn, holds onto yarn (keeping it taut), and passes it on to another student. As they pass the yarn, they state why they appreciate that individual.
4. The activity continues until time runs out, or until every member has given their positive strokes to all members of the group.
5. The yarn has created a webbed design. Use the web to illustrate how the group is connected to each other.
6. Using the scissors begin to cut the yarn in the center, leaving each student with a section of the web. As you cut the yarn talk about: Even though our group is ending, we have all contributed to the group in a special way, as indicated by the positive strokes. The yarn strands represent what we have contributed and received from each other. Students may choose to make friendship bracelets out of the yarn strands.

SOURCE:

Caleen Macy
School Counselor
Polson Middle School
111 4th Ave. E.
Polson, MT 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

ALL ABOUT ME

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To increase self-awareness by examining personal attributes.
GRADE LEVEL: 5-8 **GROUP SIZE:** Class
TIME: 1 class period **SPACE REQUIRED:** Classroom
MATERIALS NEEDED: A copy of "All About Me" for each participant and parents.

SUMMARY:

PROCEDURE: Explain the importance of increasing ones self awareness as a means for personal growth.

"Fritz Perls, a famous psychiatrist, has told us 'everything starts in awareness'. Today we are going to do some work to increase our self-awareness and examine our image of ourselves. (Hand out copies of "All About Me") You will check all the blanks which you think apply to you. Do this as accurately as you can. Remember that you do not have to share this material unless you desire."

Pass out copies of "All About Me" and ask students to complete them. After the form is completed encourage participation in sharing discoveries. This may work best by dividing the class into small groups.

- What did you mark in the chart that you felt sure about?
- What did you discover that surprised you?
- What did you experience that you were unsure of?
- What perceptions of yourself would you like validation from other members?
- What are some things you cannot change?
- What is your plan for making some of those changes?
- What have you learned from this experience which can influence the way you do things?

This would be a good time to introduce goal setting as a follow-up session.

SOURCE:

MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

This activity was reprinted with permission from *102 Tools for Teachers and Counselors Too* by Mary Joe Hannaford (1991) pages 131-133.

ALL ABOUT ME

MY PHYSICAL SELF

I see myself as:

- ☐ tall
- ☐ middle sized
- ☐ short
- ☐ fat
- ☐ average weight
- ☐ thin
- ☐ strong
- ☐ medium strength
- ☐ weak
- ☐ very attractive
- ☐ fairly attractive
- ☐ acceptable
- ☐ ugly
- ☐ quite agile
- ☐ coordinated
- ☐ clumsy

- ☐ I like my appearance
- ☐ I would like to improve my appearance
- ☐ I dislike my appearance

Other people:

- ☐ like my appearance
- ☐ don't notice my appearance
- ☐ dislike my appearance
- ☐ make fun of my appearance

Things I can change about my appearance:

Ways I can go about the change:

Things I must accept that I can't change:

MY INTELLECTUAL SELF

I rate myself as:

- ☐ bright
- ☐ reasonably smart
- ☐ average
- ☐ below average
- ☐ slow
- ☐ dumb
- ☐ smarter than most peers
- ☐ equal to most peers
- ☐ slower than most peers
- ☐ good in word activities
- ☐ poor in word activities
- ☐ good in handiwork activities
- ☐ poor in handiwork activities
- ☐ good in thinking activities
- ☐ poor in thinking activities
- ☐ good in creative activities
- ☐ poor in creative activities

I learn best by:

- ☐ writing it down
- ☐ seeing it
- ☐ hearing it
- ☐ doing it
- ☐ repeating it
- ☐ copying it
- ☐ memorizing it

Talents I can develop: _____

My reading skills are:

- ☐ very comfortable
- ☐ weak
- ☐ very weak

Skills I would like to develop:

MY SOCIAL SELF

I like:

- _____ most people
- _____ many people
- _____ some people
- _____ a few people
- _____ nobody

I have:

- _____ many close friends
- _____ some close friends
- _____ a few close friends
- _____ no close friends

My friends think I am:

- _____ generous
- _____ thoughtful
- _____ hostile
- _____ angry
- _____ mean
- _____ pleasant, kind
- _____ undependable

I get along best with:

- _____ my own age group
- _____ people younger than I
- _____ people older than I
- _____ adults

YES NO

- | | | |
|---------------------------------------|-------|-------|
| I cooperate with adults | _____ | _____ |
| I accept instructions with reluctance | _____ | _____ |
| I dislike my superiors | _____ | _____ |
| I rebel against authority | _____ | _____ |
| I compliment others frequently | _____ | _____ |
| I never compliment others | _____ | _____ |
| I never comment about others | _____ | _____ |
| I sometimes make fun of others | _____ | _____ |
| I often make fun of others | _____ | _____ |
| I am very accepting of others | _____ | _____ |
| I am sometimes critical | _____ | _____ |
| I am very critical | _____ | _____ |

MY EMOTIONAL SELF

Most days I feel:

- _____ bright and happy
- _____ sad and gloomy
- _____ neutral
- _____ excited
- _____ dull

I think I am most usually:

- _____ happy, pleasant
- _____ hostile, angry
- _____ kind, thoughtful
- _____ mean
- _____ silly
- _____ cooperative
- _____ irresponsible
- _____ humorous
- _____ friendly
- _____ dependable
- _____ polite

When I am happy I _____

When I am sad I _____

When I am angry I _____

When I am excited _____

When I am depressed I _____

When I feel pressured I _____

When I hate I _____

When I fail I _____

SCAVENGER HUNT

ACTIVITY

CONTENT AREA: PERSONAL-SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students appreciate individual differences.

GRADE LEVEL: 5-8

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Paper and pencil

SUMMARY:

Divide the class into groups of five and give each student a copy of the "Scavenger Hunt". The groups are required to come to agreement before filling in the items. The activity provides insight into how each student functions in a group setting, what they feel strongly about, and how affected they are by peer pressure. After the groups have completed the activity and shared their responses, lead a discussion on what the activity tells them about themselves.

SOURCE:

Jackie Spaulding
Roanoke Co. Public Schools
526 College Avenue
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SCAVENGER HUNT

Directions: Your group must come to an agreement to fill in each blank! Be honest! Your opinion counts!

1. Food everyone likes _____
2. TV show everyone likes _____
3. Place you'd like to go _____
4. A teacher you like _____
5. A sport you enjoy _____
6. A subject you like _____
7. A time when you felt left out (must be a similar situation) _____
8. A food everyone dislikes _____
9. A job everyone dislikes _____
10. Something you could do without _____
11. An animal you don't like _____
12. Something that is very important to you in life _____

TELL ME BEHIND MY BACK

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To give students positive affirmations and to help build self-esteem.

GRADE LEVEL: 5-8

GROUP SIZE: Class

TIME: 30-40 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Construction paper, felt tip markers(washable ink), and masking tape.

SUMMARY:

Each student receives a sheet of construction paper, a marker, and two pieces of masking tape. Each student writes the following on his/her paper: "I like (child's own name) because...." Each student attaches the paper to their own back with the masking tape.

Discuss with the class the importance of sharing positive feelings and thoughts with others. Give examples to set the tone. Stress the importance of writing only positive statements. This activity should be conducted with as much silence as possible. Tell students not to read comments from other students, not to talk to the individual, nor sign their name or initials to the written comments.

Students circulate and write a positive thought or feeling about the student whose paper he/she is writing on. These can be related to behaviors, academic accomplishments, social skills, athletic abilities, etc. Counselor should circulate to observe written comments and to add comments as appropriate.

When all students have had a chance to write on each others paper, they return to their seats and are then instructed to take their signs off and read them. Allow students to share statements with the class or a smaller group.

Process the activity with such questions as: How did it feel when others were writing on your paper? How did you feel about sharing a comment? How did it feel to read the things people wrote about you? How did it feel to give positive comments to others? Was it easy for you to think of things to write about others? Why or why not? Do we often say positive things to each other? Why or why not? End the activity by encouraging students to take their papers home and share them with their parent(s).

SOURCE:

Caring and Sharing: Part I
State of South Dakota
Department of Education and
Cultural Affairs
700 Governors Drive
Pierre, SD 57501-2291

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SELF-RESPECT BUILDERS

ACTIVITIES

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To build self-respect and esteem of students.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: Varies

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to mini-idea.

SUMMARY:

The following mini-ideas for building self-respect were gleaned from many sources and appeared in the May/June 1990 PIC Newsletter. These mini-ideas can help students build self-respect and in turn raise self-esteem.

1. SECRET PALS - Have the students draw names and then do acts of kindness for their "secret pals." A small gift and a party to reveal names could close the activity after a designated time period.
2. MIRROR, MIRROR - A mirror provides an excellent device for all sorts of communications! Questions to get things going could include:
 - Do I like what I see?
 - What would I like to change about the person I see?
 - What kind of friend is the person in the mirror?
 - What is special about the person in the mirror?
3. MY SHOES - Shoes make wonderful puppets. Have the students use their shoe as a puppet and tell about their owners (what the owner looks like, what the owner likes, what the owner is good at, where the owner goes, what the owner hopes for the future, etc.) Also, the shoe may have its own feelings as to its present life style.
4. PAT ON THE BACK - Have the students trace their hands and then cut out their tracings. Spend time developing positive ideas on the specialness of each student. Have the students give positive statements about each other. List these on the "hands." Students may elect to wear their hands on their backs (good for the little ones) or take them home for display.
5. WHAT TIME IS IT? - Many ideas are generated around the idea of time. Discuss how students use the twenty-four hours of the day. Divide the day into segments and color code the various activities. Students can easily see the way their days are spent on the color coded time wheel.

6. BULLETIN BOARDS - Teachers and counselors can use bulletin boards for students to display memorabilia from fun times shared with friends and family. Pictures of students add interest and understanding of each individual and raise self-respect in the class or group.

7. BALLOONS - Balloons can be decorated with messages or pictures about individual students. These can be hung or displayed after students share about themselves. Be sure to use heavy duty balloons.

8. BUBBLES - Have the student think of problems and worries they would like to get rid of. Have a bubble blowing party to blow away these problems. Big bubble sticks are easy to use and lots of fun.

9. SELF-ESTEEM PINS - Cut out a four inch circle of heavy cardboard for each student. Have the students draw pictures about themselves on the circle. Colored pencils or fine markers work well for this. Students should draw:

- Their own initials
- Favorite game
- Favorite food
- Best subject at school
- Favorite color, etc.

Laminate these if possible. On the back, attach a pin or Velcro, so students may wear their pins. Students should share their choices with the group.

10. A SPECIAL LETTER ABOUT ME - Have the students write a letter to someone of their choice: parent, grandparent, friend, etc. In the letter they should tell five things about themselves that make them special or unique. These could include things about their looks, sports they do well, school subjects they're good at, personality traits they exhibit, etc. Have the students share their letters with the group.

SOURCE:

PIC Newsletter (May/June 1990)
MarCo Products, Inc.
P.O. Box 1092
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

STRENGTH WHEELS

ACTIVITY

CONTENT AREA: PERSONAL-SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students examine their strengths and determine ways to use them positively.

GRADE LEVEL: 5-6

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Construction or white duplicator paper, 3 inch cardboard circles for patterns

SUMMARY:

This activity was adapted from SRA Focus on Self-Development. Using the example below, have each child draw two circles. Divide each circle into six equal parts. In the first circle, the students are instructed to write six of their strengths. In the second circle, the students write one way in which he exhibits each strength. Each student has an opportunity to discuss their circles with the group.

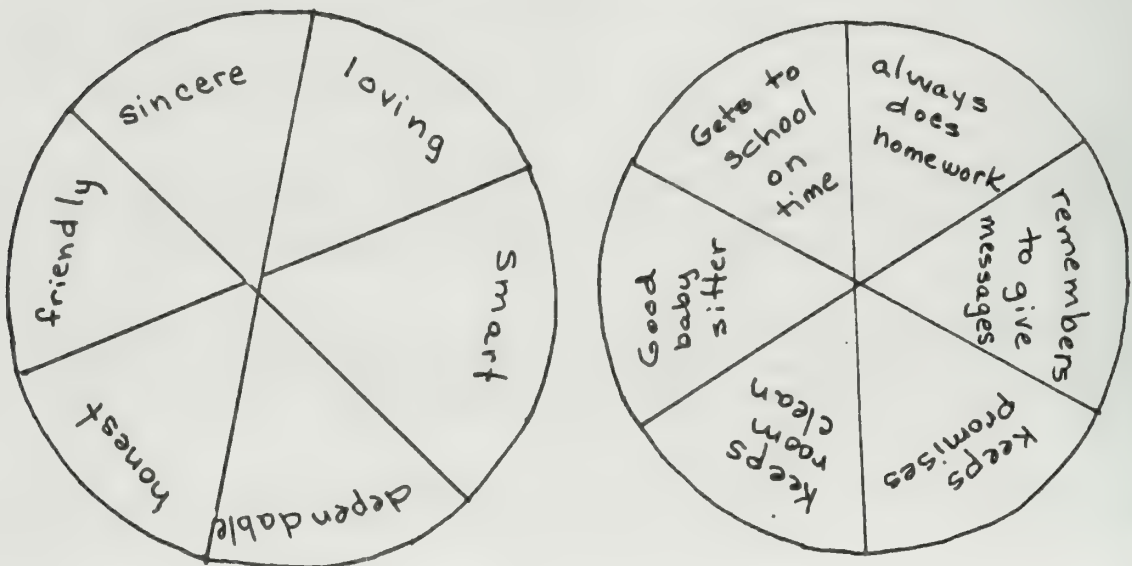
SOURCE:

Roanoke Co. Counselors
Roanoke Co. Public Schools
526 College Avenue
Salem, VA 24153

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

STRENGTH WHEELS



PREJUDICE

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To sensitize students to the prejudicial issues affecting the middle school level.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 45 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Chart paper and markers.

SUMMARY:

The habit of making judgements based on prejudice is ingrained by the time students reach the middle school. As peer influence and peer pressure exert greater and greater control, status is gained or lost by the label on the jeans and the brand of athletic shoes. This intolerance for being different is not a new phenomenon. Our society has made strides over the past 30 years. Our students are more sensitized to racial and ethnic prejudice and discrimination. However, it is not the racial and ethnic prejudice that cause most of the hurt feelings, the bitterness, and the fights in the middle school. Rather it seems that materials possessions (clothes, jewelry, walkman, sunglasses) are the key measure of a quality pre-teen. This activity, as part of a developmental guidance program, was developed to address this issue.

ACTIVITY: Divide the class into small groups and give each group a large piece of chart paper and one marker. The group instructions are:

1. Select a recorder who will record their responses on the chart paper.
2. List the group responses to the question: "Why students our age don't like other people." No names are to be used, simply state the reason for the dislike.

After ten minutes, tape two pieces of chart paper on the chalk board and bring the entire class back together. Have the group recorders read their lists slowly, as the counselor writes the comments on the chart paper. Without labeling the charts-use one chart paper to list their comments that may be legitimate reasons for disliking someone--use the other chart to list comments that are examples of prejudice.

About midway through the third group, some students begin to understand which comments go on which list. When all the groups have reported, ask them what they think the list represents. Sometimes it may be difficult for them to immediately see the difference in the two lists. Center the discussion around the concept of: Disliking someone because of how they dress or act, if it does not affect or harm you, is a form of prejudice. Show the relationship of these prejudicial comments to other, better known prejudices.

ASSIGNMENT: Ask the students to keep a record of the negative comments they hear that are based on prejudice. The following sessions may focus on helping students learn how to express anger and displeasure without using insults and put-downs.

SOURCE:

PIC Newsletter(Nov/Dec 1989)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

INTEGRATING ARTS AND CRAFTS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To promote a comfortable counseling relationship through art activities that foster self-expression and self-esteem.

GRADE LEVEL: 5-8

GROUP SIZE: Individual

TIME: 40 minute sessions

SPACE REQUIRED: Office with table and chairs

MATERIALS NEEDED: A variety of art supplies. (Examples: markers, paints, paper, clay, beads, weaving materials, glue, glitter, chalk, etc.)

SUMMARY:

When a student comes to my office, they will find a variety of art supplies available for their use. Pastels, tempera paints, embroidery thread (for friendship bracelets) clay, water colors, markers, glue, glitter, scissors, different colors of paper and weaving materials are within easy reach.

During an early meeting, I find out if students are interested in doing some kind of activity together. The art work is not used as a form of analysis. The artwork created by students is viewed as part of a bigger picture which includes all that the student represents. Art and craft projects are used as a way to enhance the student and counselors time spent together. Sitting together and doing an art activity seems to help a student open up. Silences are more comfortable and there is no pressure to talk if they aren't ready.

Those students who are less talkative, are often more comfortable expressing themselves visually and tactually. Through our projects, we begin to know and trust each other. We are then able to work on the issues which led the student to counseling.

Please contact me if you're interested in knowing more about my work with art in counseling.

SOURCE:

Jude Rowe
School Counselor
Belgrade Middle School
P.O. Box 166
Belgrade, MT 59714

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

JUST SAY NO

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To teach students a rap illustrating healthy choices.

GRADE LEVEL: 6-12

GROUP SIZE: Class or School

TIME: 20 minutes

SPACE REQUIRED: NA

MATERIALS NEEDED: None

SUMMARY:

This activity could be used as part of a "Just Say No" or "Red Ribbon Week Program. Teach the "Just Say No" rap to students in their classroom or during a school assembly. The students walk to the beat of the numbers as they rap the words. The rap emphasizes the importance of creating a lifestyle that each student can be proud of.

1 2 3 4
Do you want life? Yes we do.
 1 2 3 4
Then don't do things that are bad for you
 1 2 3 4
You have only one body so keep it strong
1 2 3 4
Make it healthy your whole life long.
1 2 3 4
Why fill it up with drugs and booze?
 1 2 3 4
With cigarettes too, you're sure to lose
1 2 3 4
Learn to say "no" for a better life,
 1 2 3 4
You'll have more days and much less strife.
1 2 3 4
Saying "no" isn't just for a boozier
1 2 3 4
But any behavior that makes you a loser.
 1 2 3 4
Your days are numbered, make them count,
1 2 3 4
Make wise choices so you'll amount
 1 2 3 4
To something that you are proud to be
1 2 3 4
And your wisdom other people will see.

SOURCE:

PIC Newsletter (Jan/Feb 1991)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SPIDER WEB OF FEELINGS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students identify and express their feelings.

GRADE LEVEL: 5-6

GROUP SIZE: Class or small group

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of "Spider Web" for each student.

SUMMARY:

INTRODUCTION: Lead a class discussion on feelings.....What is a feeling? Are feelings good or bad? Let's make a list of feelings on the chalkboard that people in this class sometimes feel. Can feelings be changed? Why is it important to talk about our feelings? Etc.

ACTIVITY: Give each student a copy of the "Spider Web of Feelings."

Step 1 - Put a check by each of the feelings you've had this week.

Step 2 - Put an x by the feelings you seldom experience.

Step 3 - Write in some feelings you sometimes have that are not listed.

Step 4 - Star (*) the feelings that tell how you feel most of the time.

SOURCE:

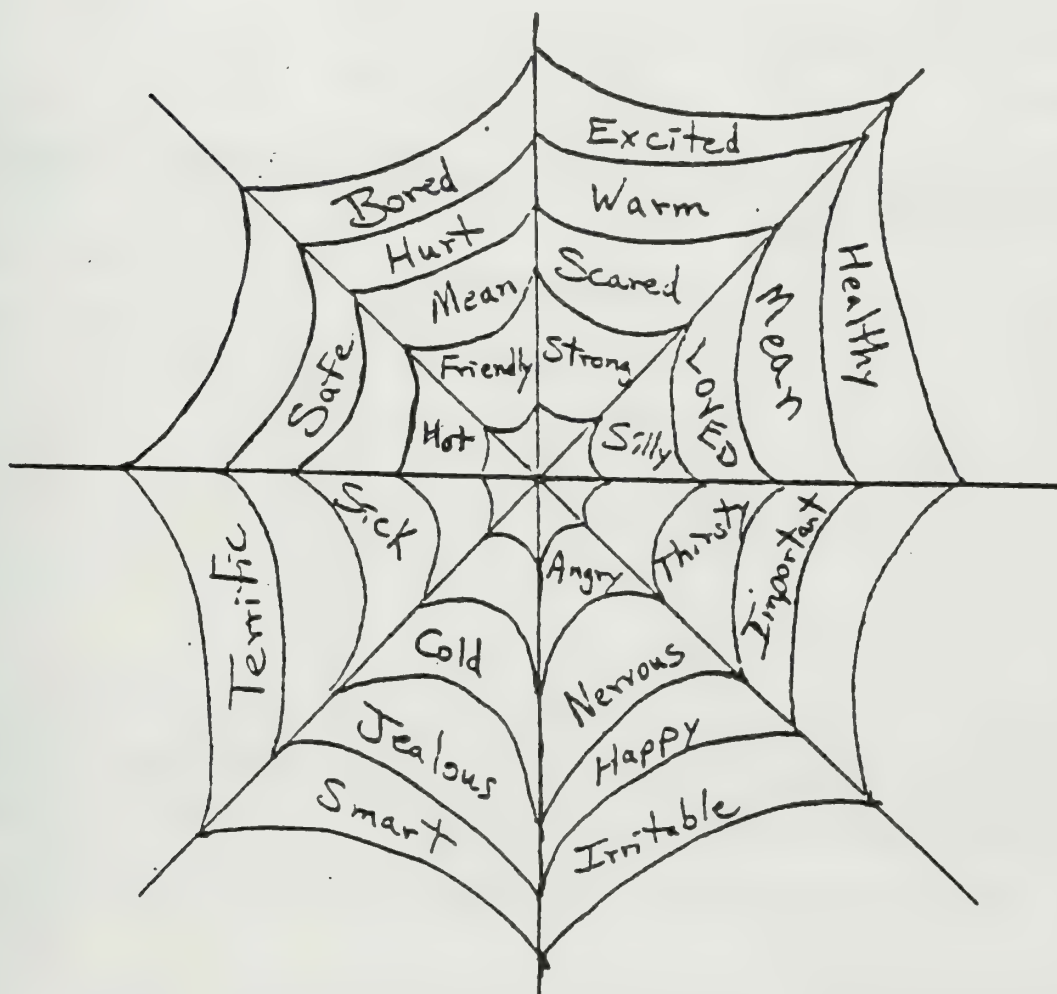
Developmental Guidance and
Counseling Plan K-6
Sioux Falls School District
201 East 38th Street
Sioux Falls, SD. 57117-5051

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SPIDER WEB OF FEELINGS

- STEP 1: Put a check by each of the feeling you've had this week.
STEP 2: Put an x by the feelings you seldom experience.
STEP 3: Write in come feelings you sometimes have that are not listed.
STEP 4: Star (*) the feelings that tell how you feel most of the time.



FEELING GRAFFITI

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students develop an awareness of personal feelings.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 50 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Chalkboard or large sheets of chart paper placed on walls entitled GraffitiBoard, markers, transparency of Feeling Words List, and overhead projector.

SUMMARY:

INTRODUCTION: Begin by saying, "Everyone has feelings. Some feelings are pleasant and others are unpleasant. What is an example of a pleasant feeling? An unpleasant feeling? Look at this list of additional feelings. Think of some times when you have felt some of these feelings."

List of Feeling Words

humble	bored	lonely
envious	nervous	worried
contented	shy	discouraged
disobedient	left out	curious
hurt	proud	cheerful
angry	sad	confident
happy	afraid	grateful
excited	irritated	ashamed
mean	loveable	jealous
depressed	surprised	impatient
enthusiastic	guilty	friendly
satisfied	embarrassed	kind

ACTIVITY: "How are you feeling right now? Let's find out. In a minute you will take a pen or pencil and write a word that describes how you're feeling on the Graffiti Board. There's no need to put your name, just your feeling. Once you have written your feeling word, draw a picture that describes when you feel that way. Then take a few minutes to walk around and look at the Graffiti Board." (Allow about 15 minutes or complete this activity.) The teacher can divide the class into small groups or in half and allow students to go to Graffiti Board.

CLOSURE: What kinds of feelings did you observe? Is it possible to have more than one feeling at a time?" Elicit responses.

SUMMARY: "There are lots of words to describe pleasant and unpleasant feelings. Sometimes a person has more than just one feeling. He or she might even have mixed feelings about something. But feelings do affect our actions. They affect what we do at home, with our friends, in school, and in class. It's important to always remember that when someone else does something that really bugs you, it's good to stop and think about how that other guy is feeling. Considering the other guy can help a lot."

SOURCE:

Impact Curriculum
Orange County Public Schools
445 West Amelia Street
Orlando, FL 32801-1127

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

FEELINGS CHARADE

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students recognize and express feelings.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 50 Minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Paper and Pencil

SUMMARY:

ACTIVITY: Have your group sit in a circle. Each member whispers a specific feeling or emotion in each others ear, one at a time. Examples might include:

scared	upset	dreaming
unhappy	itchy	wild
sleepy	nervous	frustrated
hopeful	tired	uncomfortable
weird	stubborn	surprised
sore	angry	embarrassed
excited	in love	

After each student hears a feeling word, he/she acts out the feeling non-verbally (some may be repeated). The class guesses what is being acted out.

CLOSURE: Ask questions such as:

1. Was it hard to "act out" a feeling?
2. How did you figure out what feelings were being represented?
3. Which of these feelings have you experienced?
4. Would anyone like to share a time when he/she felt one of these feelings?

SOURCE:

Impact Curriculum
Orange County Public Schools
445 West Amelia Street
Orlando, FL 32801-1127

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
Responsive Services
System Support

THE DIPPER MYSTERY

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students understand how their attitudes about themselves and others affect their behavior.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 50 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Two bags or other containers, rocks, tennis balls or other small objects to put in buckets, and The Dipper story.

SUMMARY:

PROCEDURE:

1. Introduce the concept of filling one another's buckets, both positively and negatively.
2. Read the THE DIPPER MYSTERY story aloud. You may need to change the examples to fit the age level that you are working with, and to make reference to both males and females.
3. Have students discuss the important points of the story.
4. Have the students discuss how events and feedback in a person's life determine a person's feelings about himself/herself.
5. Have the class discuss ways to add "positive drops" to the buckets of the people they know.

COMMENTS:

Students could give a positive drop to a different person each day (at home or at school) and discuss how it felt to give and receive the positive drops.

EVALUATION:

Students have identified and discussed how events and feedback contribute to a person's feelings about themselves.

RESOURCES: *Self-Concept Series: Appreciating, Belonging, Sharing* - Good Apple Activity Books
Real Talk: Exercises in Friendship and Helping Skills - George Gazda
Talking - Jeffrey S. Bormaste and Carol Treat

SOURCE:

Nebraska Career Guidance
Handbook
Center for Vocational Educ.
West Campus
Kearney State College
Kearney, NE 68849

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

THE DIPPER MYSTERY

You have heard of the cup that overflowed. This is the story of a bucket that is like the cup only larger; it is an invisible bucket. Everyone has one. It is always with us. It determines how we feel about ourselves, about others, and how we get along with people. Have you ever experienced a series of very favorable things which made you want to be good to people for a week? When this happens, your bucket is full to overflowing.

A bucket can be filled by a lot of things that happen. When a person speaks to you, recognizing you as human being, your bucket is filled a little--even if he calls you by name, especially if it is the name you like to be called. If he compliments you on your dress or on a job well done, the level in your bucket goes up still higher. You make a mistake; a friend says, "I have had this happen to me. Let me give you a hand." There must be a million ways to raise the level in another person's bucket; writing a friendly letter, remembering something that is special to him, knowing the names of his children, expressing sympathy for his loss, giving him a hand when his work is heavy, taking time for conversation, or, perhaps more important, listening to him.

When one's bucket is full of this emotional support, one can express warmth and friendliness to people. But, remember, this is a theory about a bucket and a dipper. Other people have dippers and they can get their dippers in your bucket. This, too, can be done in a million ways.

Let's say I am at a dinner and inadvertently upset a glass of thick, sticky chocolate milk that spills over the tablecloth, on a lady's skirt, down onto the carpet. I am embarrassed. "Bright eyes" across the table says, "You upset that glass of chocolate milk." I made a mistake, I knew I did, and then he told me about it! He got his dipper in my bucket! Think of the times a person makes a mistake, feels terrible about it, only to have someone tell him about the mistake as though he did not know it happened.

Imagine that you go to a meeting alone, you are smiling, but you wish you knew somebody. You notice another person standing by himself. As you are looking at him he catches your eye and inquires about the dining room. You tell him you don't know; you both start looking. Soon the dining room is found and he suggests that you have lunch together. You are pleased. One of the well-known members of the organization comes by and says to your new acquaintance, "Hey, how are you? Good to see you. How about eating with us?" Your newly-found and lost acquaintance tosses back, "Nice to have met you." He got his dipper in your bucket!

Buckets are filled and buckets are emptied. Emptied many times because people don't really think about what they are doing. When a person's bucket is emptied, he is very different than when it is full. You say to a person whose bucket is empty, "That is a pretty tie you have," and he may reply in an irritated, defensive way, "What's the matter with my tie now?"

Although there is a limit to such an analogy, there are people who seem to have holes in their buckets. When a person has a hole in his bucket, he irritates lots of people by trying to get his dipper in their buckets. This is when he really needs somebody to pour it in his bucket because he keeps losing and losing when he needs it most.

The story of our life is the interplay of the bucket and the dipper. Everyone has both. The unyielding secret of the bucket and the dipper is that when you fill another's bucket it does not take anything out of your own bucket. The level in our own bucket gets higher when we fill another's and on the other hand, when we dip into another person's bucket we do not fill our own; we lose a little.

Sometimes we can protect ourselves and others by saying, "Hey, you have your dipper in my bucket" or "Get out of his bucket!" Instead we can say, "Let's fill his bucket," and in doing this, experience the Dipper Mystery.

Donald O. Clifton
Selection Research . - Lincoln

WORRY BUSTER

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students understand how to manage self worry more effectively.

GRADE LEVEL: 6-12

GROUP SIZE: Class or small group

TIME: 45-60 min.

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Two pieces of notebook paper for each student and pencils.

SUMMARY:

This activity was reproduced by permission from *Practical Techniques for Enhancing Self-Esteem* by Diane Frey and C. Jesse Carlock (1991), pages 146-148, Accelerated Development, Inc., 3400 Kilgore Avenue, Muncie, IN 47304-4896.

PROCEDURE:

1. Review the effect of worry, and its ability to lead to stress and impact one's self-esteem.

ASK STUDENTS TO DO THE FOLLOWING:

2. On one piece of paper write everything you worry about, including such things as personal health, extended family, work concerns, neighborhood and community issues, life questions, global issues and trivia.
3. Recognize that worrying is a waste of energy when it motivates one to take action to deal with a perceived threat.
4. Practice worrying wisely, that is, expend energy on those issues which you can control and on those things you do value.
5. Construct a Worry Window with four panes. This Worry Window goes on the second piece of paper. The paper is sectioned according to the following diagram:

Pane I Important: Can Control	Pane II Important: Can't Control
Pane III Not Important: Can Control	Pane IV Not Important: Can't Control

6. Survey your list of worries and transfer each worry to the appropriate pane of the Worry Window using the following guidelines: Pane I - Write those worries that are important and are in your control. Pane II - Write those worries that are important but are not in your control. Pane III - Write those worries that are NOT important and are in your control. Pane IV - Write those worries that are NOT important and are NOT in your control. Keep in mind two important questions: Is this really important to me? Is this in my control?

7. If Pane I is very filled, reevaluate how important each worry actually is to you.
8. If Pane II is very filled, think about either gaining more control of the worry and moving it to Pane I or deciding to let the worry go.
9. If Pane III is very filled recognize that these worries are neither important, nor in one's control. It is a waste of time to worry about these. Cross them off the list. It is amazing how often people will worry about things which are not important solely because they do have control of the issue.
10. Choose an item in each pane to stop worrying about.
11. Write a goal for the worry selected in Pane I.

12. Write a brief description of how the goal in Item 11 will be accomplished.

13. Write a goal for the worry selected in Pane II.

14. Write a brief description of how the goal in Item 13 will be accomplished.

SOURCE:

Accelerated Development, Inc.
3400 Kilgore Avenue
Muncie, IN 47304

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The Worry Buster activity was reproduced with permission from *Practical Techniques for Enhancing Self-Esteem* by Diane Frey and C. Jesse Carlock (1991), pages 146-148.

I'LL BE HAPPY WHEN.....

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To empower students to change their negative feelings and behaviors.

GRADE LEVEL: 5-12

GROUP SIZE: Individual student

TIME: 30-50 minutes

SPACE REQUIRED: Office

MATERIALS NEEDED: Duplicated copy of "I'll be Happy When...."

SUMMARY:

This form is useful when working with students who display unhappiness and "externalize" the causes of their depressed moods. The student is asked to fill out the list with events that they feel will bring happiness. Typical responses vary from "when Christmas arrives" to "when my mother and father get remarried."

When finished, the counselor goes through the list with the student, noting how many of the items depend on other people to change. The student is asked to predict how likely the changes are to occur and then how long they are going to wait to be happy.

This can be a powerful exercise for students when they realize that they are waiting for other people or events to "make" them happy. A follow-up discussion on the origins of happiness and other positive feelings is recommended. This activity is excerpted from the upcoming book:

The Counselor's Tool Kit

Potential Publishing

725 Painted Canyon Dr.

Bozeman, MT 59715

SOURCE:

Mark Salo

School Counselor

Chief Joseph Middle School

309 No. 11th Ave.

Bozeman, MT 59715

DELIVERY METHOD:

Guidance Curriculum

Individual Planning

• Responsive Services

System Support

I'll Be Happy When...

1.

2.

3.

4.

5.

6.

SURVIVOR KIT

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students identify healthy coping skills.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 50 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Small paper bags, notebook paper, markers, pencils, and scissors.

SUMMARY:

PROCEDURE:

1. Have the students cut out shapes symbolic of the skills teenagers need in order to cope effectively during adolescence (Ex. friends to talk to, parents, assertiveness, openness).
2. Have students put these shapes in their paper bag labeled "Survival Kits."
3. Have the students share the contents of the "Survival Kits" in a discussion circle and tell what each shape represents and how it helps them cope.
4. Have students suggest and discuss coping skills they would like to add and how they can go about adding them to their "Survivor Kit."

COMMENTS: Examples of symbolic skills include: pen and ink - writing, communication; phone - conversation; heart - empathy; and star - responsibility.

EVALUATION: Students have identified personal coping skills and expressed these in symbolic form.

RESOURCES: *Self Concept Series: Coping* (Activity Book)

The Stressful Years: Pressures on Teenagers (Filmstrip)

Stress: A Life Factor (Activity Book).

Teenage Stress Cohen, Susan and Daniel Cohen.

Why You Feel Down and What You Can Do About It Myers, Irma and Arthur Myers.

You and Your Parents: Making It Through the Tough Years (Filmstrips).

Trouble At Home: Learning to Cope (Filmstrips)

Take It Easy: Dealing With Stress (Filmstrips)

Understanding Suicide (Filmstrips)

Understanding Stress and Conflict (Filmstrips)

SOURCE:

Nebraska Career Guidance
Handbook
Center for Vocational Educ.
West Campus
Kearney State College
Kearney, NE 68849

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

TRUST IS THE KEY

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students recognize the importance of trust in relationships.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 50 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Chart paper or chalkboard, marker, pencil and paper.

SUMMARY:

Begin with a group discussion on Trust. Key points to make are:

1. Trust is the basis of effective group interaction.
2. Trust involves risk that can have beneficial or harmful consequences. Example: You take a risk in sharing a personal problem. You could be supported or put down for your idea.
3. Trust includes two kinds of behavior: trusting and trustworthiness.

Trusting

- Sharing materials
- Sharing ideas, opinions
- Sharing feelings
- Sharing information
- Taking risks in expressing new ideas

Trustworthy

- Voicing no put-downs
- Giving appropriate praise
- Acknowledging others' contributions
- Expressing support and acceptance
- Expressing warmth and liking
- Making eye contact
- Practicing active listening

Direct students to complete the Trust Is The Key handout. Make a group list of Destructive Behaviors and Trusting Behaviors on the chalkboard after the students have completed their handouts.

SOURCE:

From Peer Pressure To
Peer Support
Johnson Institute
7205 Ohms Lane
Minneapolis, MN. 55439-2159

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

This activity was adapted and reprinted with permission from *From Peer Pressure To Peer Support: A Curriculum For Grades 7-12* by Shelley MacKay Freeman

TRUST IS THE KEY

I. Make a list of the kinds of behaviors that will destroy trust:

1. _____
2. _____
3. _____
4. _____
5. _____

II. Make a list of the kinds of behaviors that will build trust:

1. _____
2. _____
3. _____
4. _____
5. _____

Remember the key to developing trust in the classroom is developing trustworthiness.
Think up some expressions that show trustworthiness:

1. Example: "Your idea was helpful to me Jessica."
2. _____
3. _____
4. _____
5. _____

IALAC

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help sensitize students to their own and their peers feelings.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 3-4 sessions, 50 min. each

SPACE REQUIRED: Classroom

MATERIALS NEEDED: IALAC story, paper for IALAC sign, and torn pieces of paper with tape attached.

SUMMARY:

Middle School years can be difficult years, particularly when students are insensitive to their own feelings and the feelings of their peers. An "old favorite" and well-known idea is the IALAC Story by Sid Simon. IALAC is the acronym for "I Am Lovable and Capable." The book by that name, written by Simon, was published by Argus Communication, Miles, IL. (1973). You may choose to use the story in Simon's Book or the counselor created story below that specifically addresses middle-age students.

My story is "A Day in the Life of Pat." I always use names that are unisex and I avoid sex-based pronouns entirely. The story always begins, "The radio alarm sounded. Pat awoke and put on the IALAC sign." I then detail Pat's day, punctuating it with good and bad events: Mom yells because Pat is late, sister wore the shirt Pat wanted to wear, someone Pat really likes stops to talk, Pat gets an "A" on a test, Pat forgets to bring in the science report, etc. I am careful that I have an equal number of ups and downs. I make a paper IALAC sign and have ready pieces of paper with tape equal to the number of "ups" in the story.

In the class, I announce that I am going to tell them a story. When I get to the words, "Pat put on the IALAC sign" I put on my sign. As Pat's day goes along, I tear pieces off the sign whenever something bad happens to Pat. I use the pieces of paper with tape to add pieces to the sign whenever the good things occur. The story always ends with "Pat climbed into bed, took off the IALAC sign and went to sleep."

I open the discussion by asking what happened. They are usually quick to recognize what types of things affected the sign. I then explain what the letters stand for and that all of us have an invisible IALAC signs tattooed across our chests. I then ask them to share some times when pieces have been torn from their sign. We discuss how they felt. I ask them to think about times when they did the tearing of someone else's sign. We then discuss times when someone put pieces on their sign and what that felt like. We share times when they put pieces onto someone else's sign.

I close this session with the warning that only honest pieces fit on IALAC signs. Give a two-fold homework assignment:

1. Keep a record of your own IALAC sign activity-what happens to it and why.
2. Add pieces to three different IALAC signs each day and note the people's reactions.

In the second session, the students report on how they added to other people's IALAC sign. They share the reaction they received and we discuss how it feels when someone responds to your compliment with a gracious "Thank You" or smile, and how it feels when they ignore you or put down your attempt to be nice. We conclude that genuine compliments sometimes embarrass us, but the best response is a simple "Thank You"

Next, take time to share some of their individual IALAC records. Give an assignment for each class member to think of at least one honest compliment for every other class member.

The third session begins with these compliments, going around the room randomly - Sally compliments John, John says "Thank You" and compliments Mary. It helps if they begin by standing. After they have received their "Thank You," they sit. The last person standing compliments the one who started. (This requires, of course, that you remember who that was.)

The class can then be paired. Have them conduct interviews of each other for five minutes with the aim of learning all the most wonderful things about their partner. Next, they should introduce their partner to the class, using all those good things they learned in the interview.

The IALAC/compliment theme was taken a step further last December when the students drew names from a hat. Like a secret pal, they were to add pieces onto their IALAC's Pal's sign-without that pal realizing who had his/her name. In order to do this, each person had to place a lot of pieces onto a lot of IALAC signs. The last session before the holiday was Revelation Day. Each person guessed who had his/her name. Those who were guessed most frequently (obviously the busiest complimenters) received gift certificates to a local fast food restaurant. Each person brought in something sweet to give to the person who had his/her name.

This holiday activity was done with a group of students in a special program. They had all been retained at least once. They all had deficits in reading and mathematics. And, not surprisingly, many had severe behavior problems. The teachers reported that during the two weeks of this activity, there was a marked improvement in how they treated each other and the teachers. And that information surely added a piece onto my IALAC sign.

SOURCE:

PIC Newsletter (Jan/Feb 1990)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The IALAC Activity was submitted by Rosalind Sacharow - Nayowith a school counselor at Rhodes Middle School in Philadelphia, PA.

A FRIEND IS.....

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students recognize the qualities they would want in a friend.

GRADE LEVEL: 5-8

GROUP SIZE: Class or small group

TIME: 30-45 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: 42 - 4 x 9 pieces of drawing paper, masking tape, 2 pieces of construction paper.

SUMMARY:

PREPARATION: Draw a figure of a boy on one piece of construction paper and a figure of a girl on the other (stick figures work fine). Tape these high on the chalkboard, leaving space beneath them. On each of the strips of drawing paper, write one of the following phrases and tape them randomly on the chalkboard.

attractive	acts silly for attention	kind to others
can take a joke	funny	is good in sports
smart	call people names	has lots of money
shows off	talented	will take a dare
easy to talk to	has a good bike	is the class clown
talks out alot in class	talks about other people	makes people feel good
gets good grades	helps people with homework	gets into trouble
is popular	has drivers license	is a student leader
is friendly	good listener	positive attitude
seems happy	gets angry easily	moody
is good looking	generous	honest
likes what I like	is a bully	stands up for what they believe
wears "nice" clothes	sneaky	makes fun of others

PROCEDURE: Read and discuss the phrases that are taped to the board. Make sure the students know what they mean. Discuss whether or not it makes any difference if the friend is a "boy" friend or "girl" friend. Ask each student to select and write down the following:

1. Five qualities which you feel are most important in a friend.
2. Three qualities that do not make any difference to you.
3. Three qualities that you feel are least desirable in a friend.

Ask a volunteer to go to the board and place his/her five most desirable qualities to the right side of the boy/girl drawing. The student places their three least desirable qualities to the left side of the drawings. Continue with others volunteers as time allows.

SOURCE:

Genie Roper
North Elementary School
Dale Avenue
Colonial Heights, VA 23834

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

MANIA MAZE

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To teach students the importance of clear directions and communication.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 50 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of Mania Maze.

SUMMARY:

This activity could be easily adapted for use in a variety of communication techniques. The activity demonstrates the important of giving clear directions, and could be used to illustrate one-way vs. two-way communication skills.

PROCEDURE: Divide the group into pairs. Each pair sits with their backs to each other. Partner A gives Partner B verbal directions for completing the maze. Partner B must follow the directions, as best he/she can without any verbal feedback. Questions or clarifications are not allowed. Once the activity is completed, process with the following questions:

- 1) Were you able to successfully complete the maze?
- 2) Partner A how were you feeling toward Partner B? and vice versa?
- 3) What helped or hindered this activity?
- 4) What could be done to improve your chances of successfully completing the maze?

FOLLOW-UP: Students could repeat the activity, this time facing each other. Questions and clarifications would be allowed to illustrate 2-way communication.

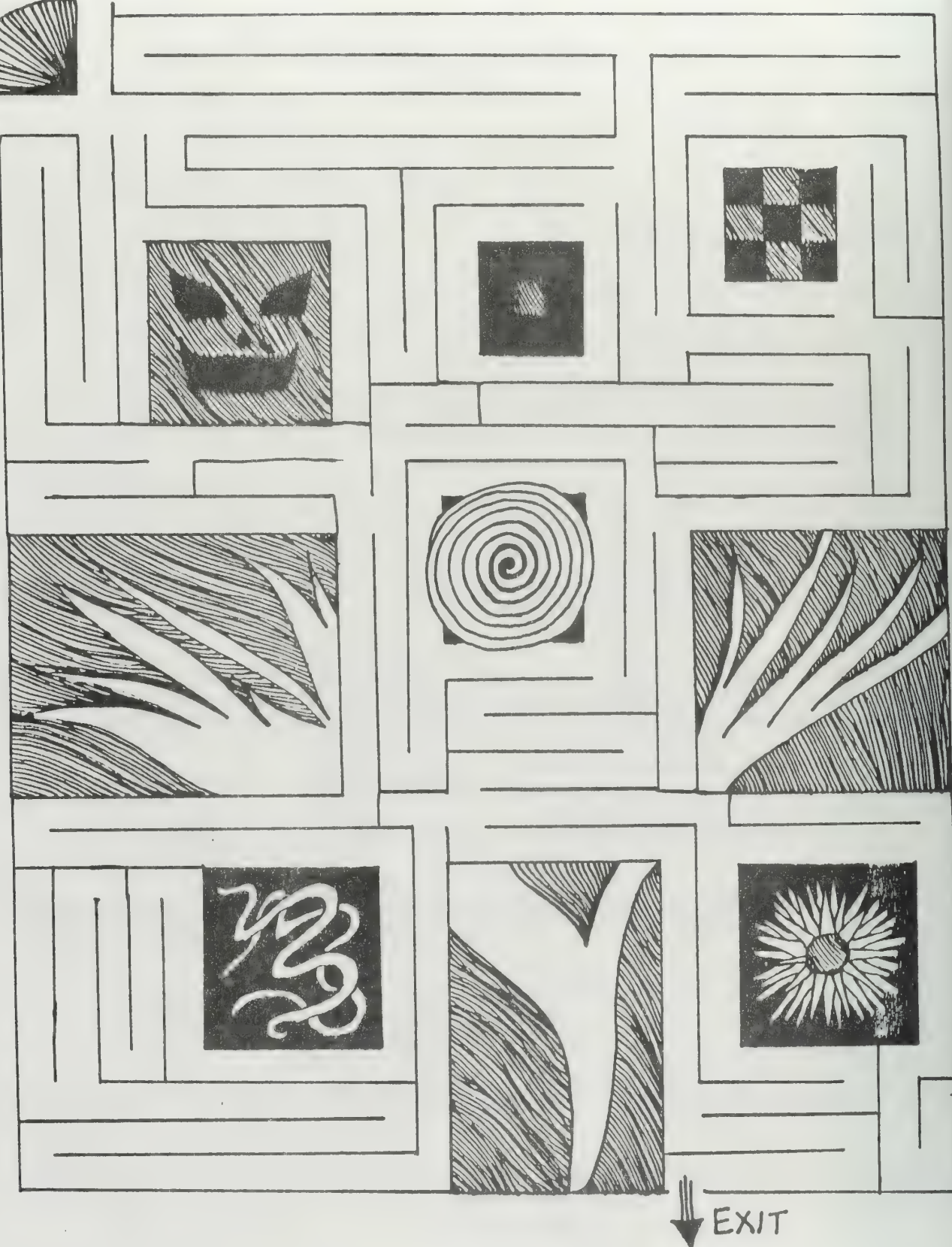
SOURCE:

BELONGING
2960 Hawk Hill Lane
San Luis Obispo, CA 93405

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The Mania Maze was reprinted by permission by the authors of BELONGING, Jayne Devencenzi and Susan Pendergast.



Maze Mania

COOPERATION

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To teach students the value and importance of cooperation.
GRADE LEVEL: 6-8 **GROUP SIZE:** Class
TIME: 50 minutes **SPACE REQUIRED:** Classroom
MATERIALS NEEDED: Sets of Letter Cards (1 set for every group of 4 students).

SUMMARY:

The best way to learn what cooperation means is to experience it. Make several sets of the 11 letter cards below. Divide the class into groups of 4 or 5, and give each group one set of letters that contains all the letters of the word "cooperation." Shuffle each set of cards. Explain to the groups that there's going to be a contest to find out which group can put all the letters together the fastest to spell one word. When groups have completed this task, discuss how they had to use cooperation to do it.

RULES: One packet to each group. All members of the group must help. Distribute letters to all members as equally as possible.

SOURCE:

From Peer Pressure To
Peer Support
Johnson Institute
7205 Ohms Lane
Minneapolis, MN. 55439-2159

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

This activity was reprinted with permission from *From Peer Pressure To Peer Support: A Curriculum For Grades 7-12* by Shelley MacKay Freeman.

COOPERATION CARDS

ACTIVITY

Rules:

One packet to each group.

All members of the group must help.

Distribute letters to all members as equally as possible.

A

I

N

T

O

O

C

E

O

R

P

THE POWER OF ONE

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help students recognize their strengths and weaknesses and use a goal setting process.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 2 sessions, 50 minutes each

SPACE REQUIRED: Classroom

MATERIALS NEEDED: One manila envelope per student, and duplicated copies of "The Power of One".

SUMMARY:

SESSION 1:

1. Pass out one manila envelope to each student. Explain to students that we all need positive strokes in order to survive in the world, deal with others and to feel good about ourselves. Instruct students to personalize their envelopes, draw or decorate it so that it reflects who they are. Hang envelopes in the room. The teacher also participates.
2. Students are to write positive comments about each of their classmates and put them in respective envelopes.

SESSION 2:

1. Pass out handout, "Power of One." Have students list their strengths and weaknesses. Student may refer to Session 1 activity for strengths.
2. Have students select two weaknesses they want to work on. On a separate sheet of paper have students complete a goal setting plan for each weakness by answering the following questions.

One concern about myself is that I have _____

My goal is to _____

My plan is:

How _____

When _____

Where _____

Who _____

Help I can get _____

3. Discuss student goal setting plans. This could be accomplished in groups or as a class.

SOURCE:

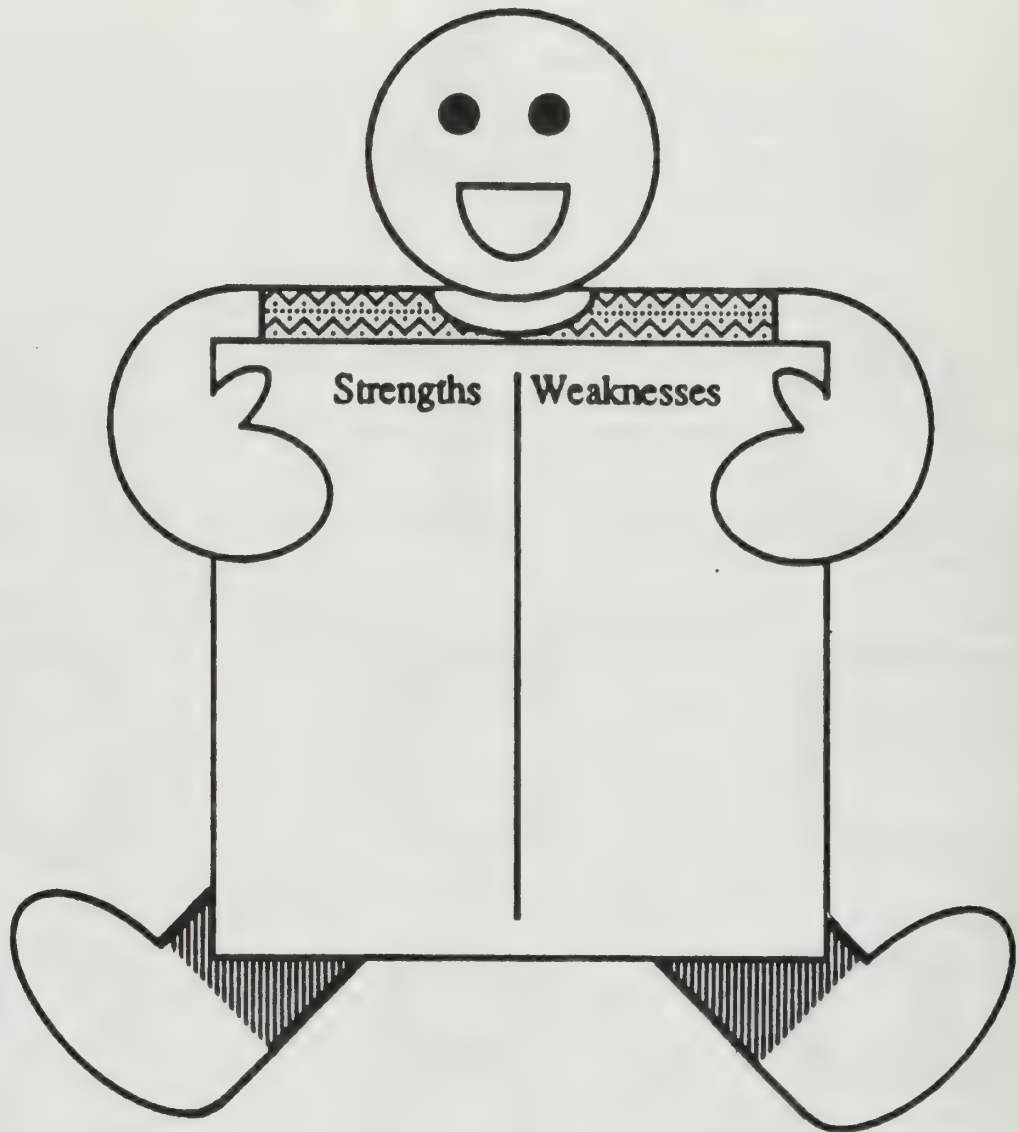
Adapted from:

Learning Activities
Alaska Career Information Section
Alaska Department of Education
P.O. Box F
Juneau, AK 99811

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The Power of One...



Becoming a Better You

GOALS AND DECISIONS

ACTIVITIES

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To teach students the skills of goal setting and decision making.

GRADE LEVEL: 7-12

GROUP SIZE: Class

TIME: 3 class periods

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Copies of "Goal Trees", "Our A-Mazing Goal", and "Decision Wheels" for each student.

SUMMARY:

The following activities were selected from *From Peer Pressure To Peer Support: A Curriculum For Grades 7-12*. The publication provides a multitude of activities ranging from Trust Building, Communication, Conflict Resolution, Problem Solving, and Cooperation to Decision Making. It can serve as a valuable resource for planning classroom guidance or group activities. Each activity is briefly explained with handouts attached.

GOAL TREES

The Goal Trees activity could be used as a summary to a class presentation or group discussion on Goal Setting. The criteria for Goals could be brainstormed and outlined on chart paper or the chalk board. Components of a goal might include:

It is realistic, attainable, feasible, and challenging

It has a target date for completion

It has measurable results

It is clear, specific and understandable

It is meaningful and desirable

It is beneficial

It is flexible and has more than one method of attainment

As a class select one goal and create a Goal Tree on the chalkboard or chart paper, illustrating and discussing each component. Handout Goal Trees to each student. Ask the students to select one goal and create a Goal Tree. Once completed divide the class into small groups for sharing, discussion and feedback.

OUR A-MAZING GOAL

Our A-Mazing Goal activity could be used with a group or adapted for individual use. It is a creative way to illustrate the importance of developing an Action Plan for goal achievement. Prior to the activity review/discuss the components of a Goal and demonstrate the importance of breaking the goal down into measurable and achievable steps.

DECISION WHEELS

The Decision Wheels activity provides a graphic display of the decision making process and the importance of considering alternatives. It could be used to summarize a class discussion on decision making.

SOURCE:

From Peer Pressure To
Peer Support

Johnson Institute

7151 Metro Blvd.

Minneapolis, MN. 55435-3425

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

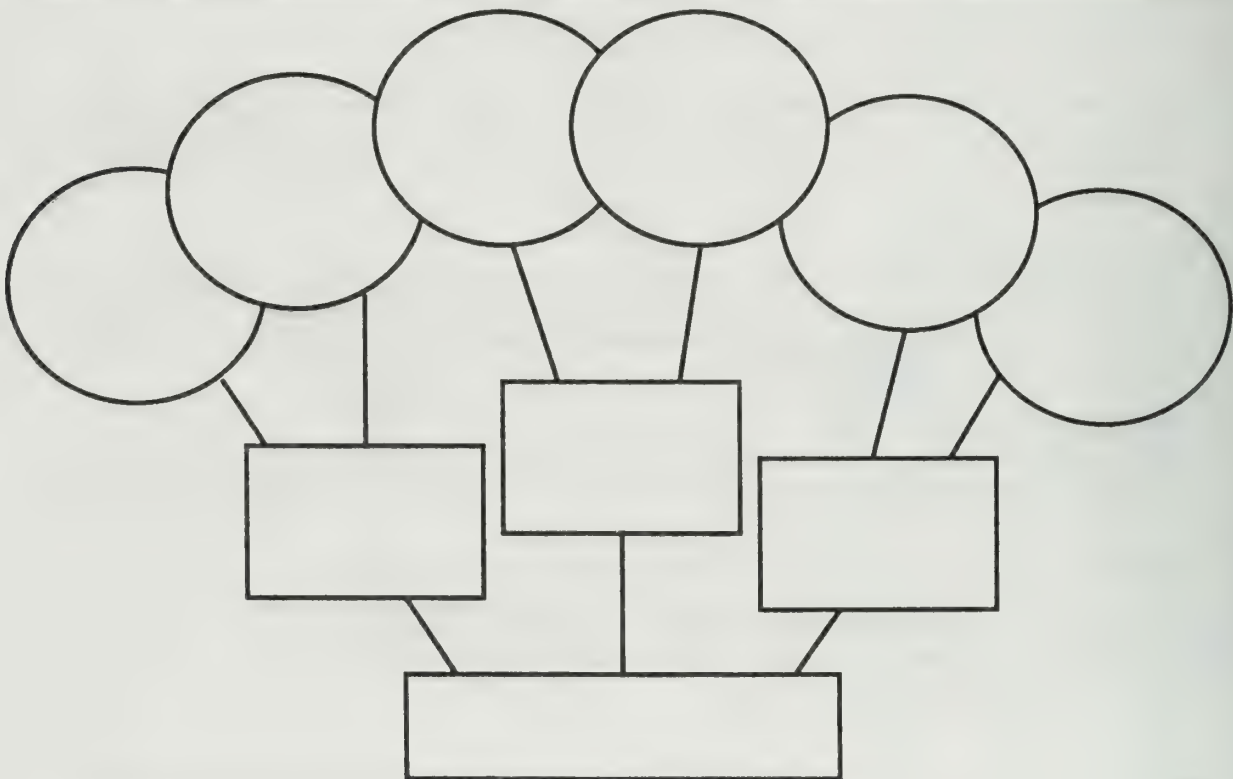
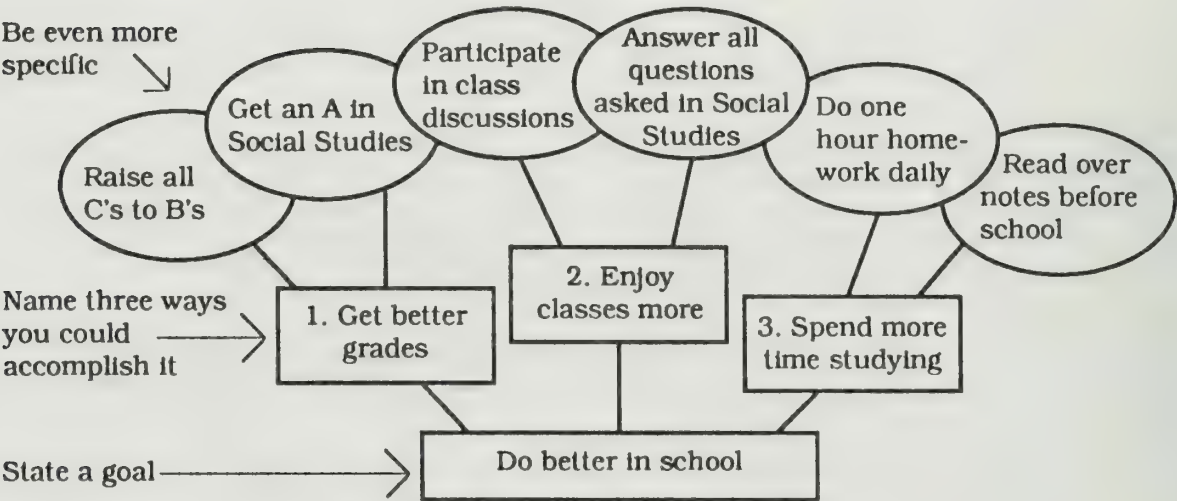
The Goal Trees, Our A-Mazing Goal and Decision Wheels activities were reprinted with permission from the Johnson Institute.

Goal Trees

Directions:

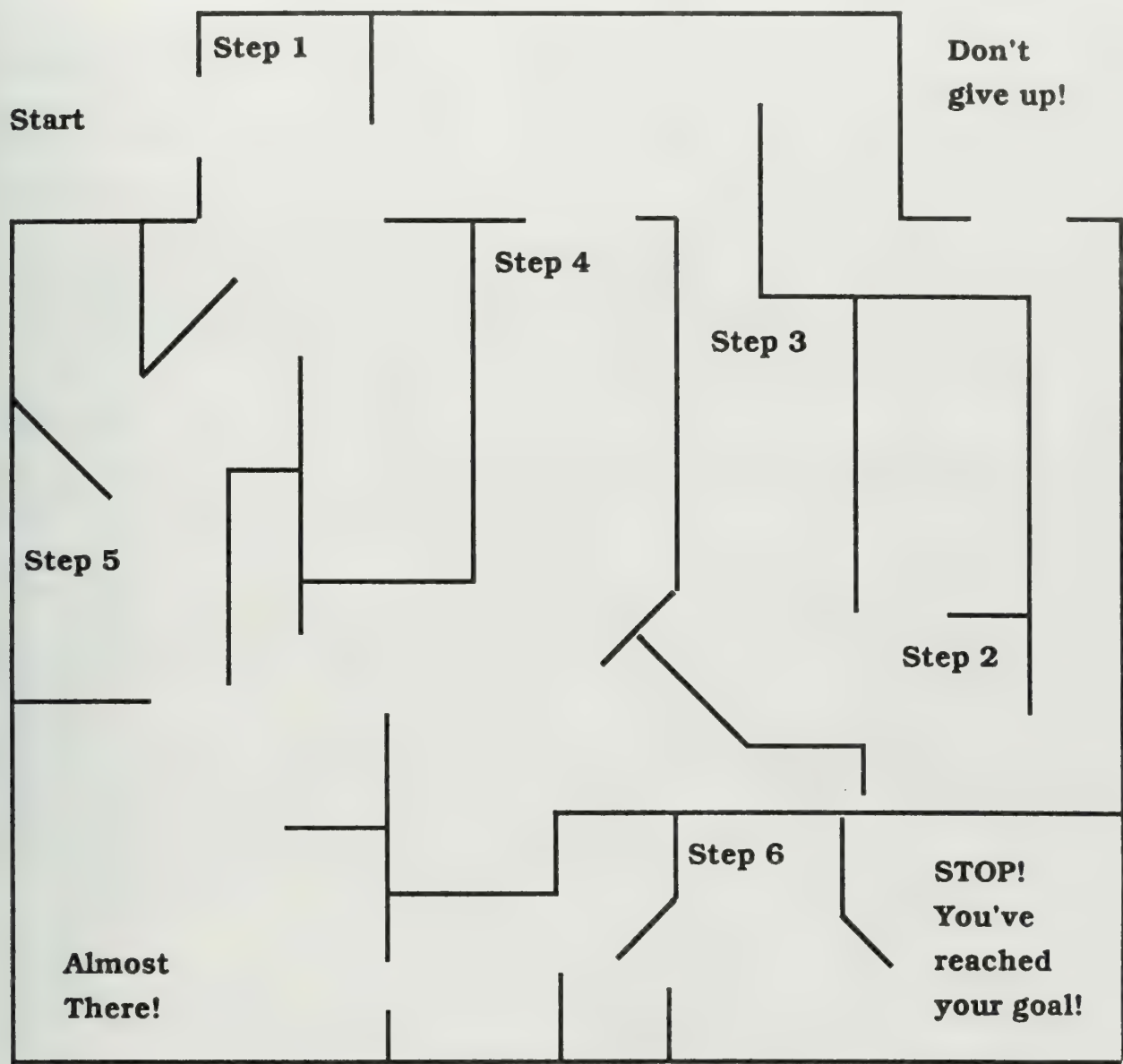
When writing goals, it's very important to be specific about what you intend to accomplish. Using a "Goal Tree" is one way to narrow down the things you'd like to change.

An example is provided below. Review it carefully from the bottom up, and then complete your own "Goal Tree" in the empty spaces.



Our Goal Is A-Mazing

Directions: Think of something you'd like to accomplish as a group, and work out a plan of action in the maze below. Follow the maze as you work together to reach your goal.



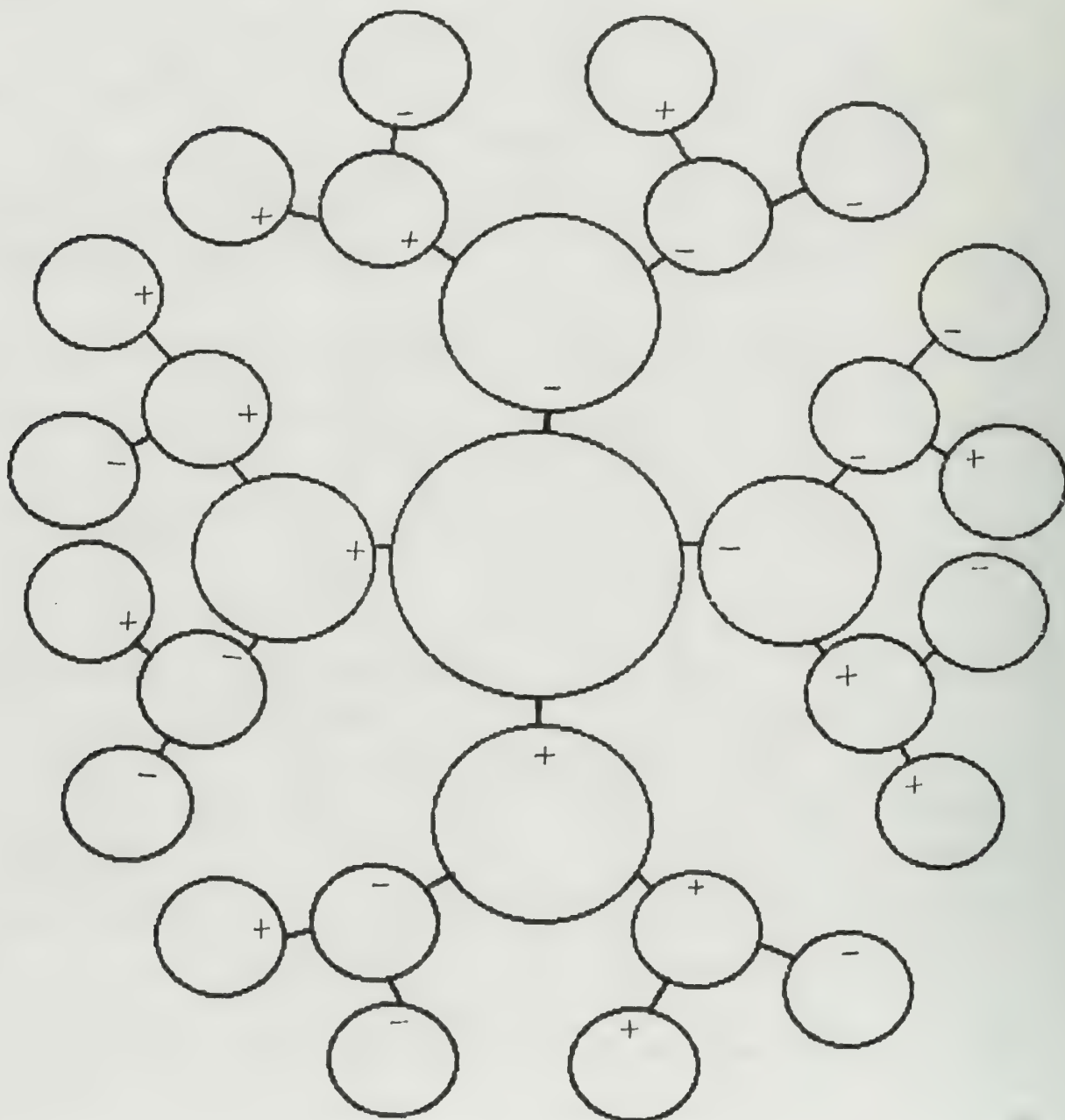
Did everyone do his/her part to help the group reach its goal? Explain:

Decision Wheels

Directions:

Use the wheel below to help you carefully think through any decision that needs to be made. Place your decision in the middle circle and then think of positive and negative consequences of that decision. For each positive and negative, think of another positive and negative.

Examples for center circle: drinking in high school, sex before marriage, cheating on a test.



JOB TREE

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: SCHOOL SUCCESS

APPLICATION:

- PURPOSE:** To understand the relationship between educational preparation and different careers.
- GRADE LEVEL:** 5-8
- GROUP SIZE:** Class
- TIME:** 2-3 sessions, 50 min. each
- SPACE REQUIRED:** Classroom
- MATERIALS NEEDED:** Job Tree, Family Job Survey and Job Research Forms.

SUMMARY:

The following activities were selected from the Palm Beach County, Middle School Guidance Curriculum of Palm Beach, Florida. The activities and handouts are briefly described below.

JOB TREE

INTRODUCTION: Explain that choosing a career is something that begins in the classroom and that educational preparation is essential for all work.

ACTIVITY 1: Distribute the Jobs Tree handout. Encourage students to talk to family members and fill out the "tree." As students talk to their family members they also conduct a brief interview using the Family Job Survey.

ACTIVITY 2: Students are assigned to research a career of their choice to determine the amount and type of education needed. The Job Research Form is used to complete the data researched.

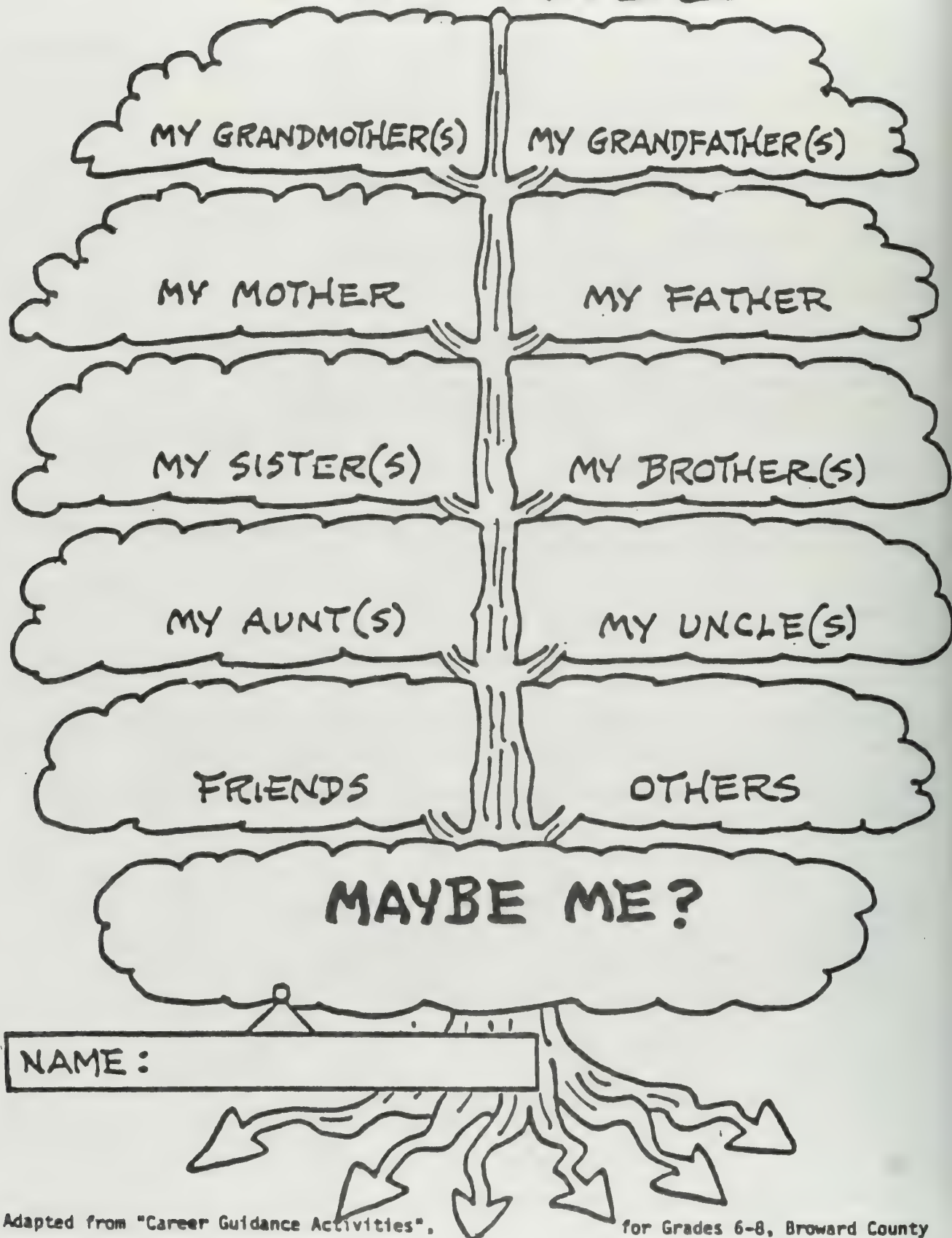
SOURCE:

Middle School Curriculum
Palm Beach Co. Guidance Services
3970 RCA Blvd., Suite 7011
Palm Beach, Gardens, FL 33410-4294

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

JOB TREE



Adapted from "Career Guidance Activities".

for Grades 6-8, Broward County

FAMILY JOB SURVEY

Select between three and five members of your family (parents, grandparents, aunts, uncles, etc.) and conduct a brief interview by asking three questions.

1. What is your job title?
2. How much education was needed to be hired?
3. Was more training required after you began the job?

Record your information on this chart. Keep the statements brief.

[illegible]

Summary: Answer the following questions after studying your chart:

1. How many relatives do the same kind of work, or almost the same?

2. How many jobs require a high school diploma? _____
college degree _____?

3. How many jobs require additional training after being hired?



JOB RESEARCH

Pick a job of interest to you and use our media center to answer the following questions.

1. What are the titles this job can have? _____

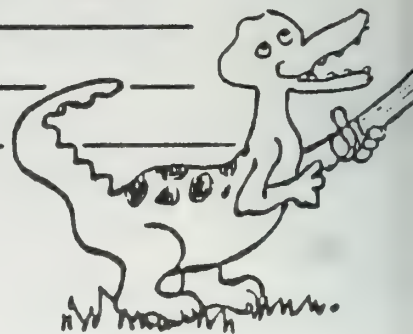
2. Was there such a job in the year 1700? _____ 1800? _____ 1900? _____
3. How much education do you need to do this job? _____

4. Will this job be available in the year 2000? Explain. _____

5. Name three important things you must do in this job.
 - a. _____
 - b. _____
 - c. _____
6. Does this job produce a product or perform a service? _____

7. Can you name a famous person who did this job? Or a relative?

8. After answering questions 1-6, would you like to do this job?
Explain your yes or no answer.



CAREER HATS

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To help students identify potential careers and the contributions each makes to the community.

GRADE LEVEL: 5-8

GROUP SIZE: Class

TIME: 50 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: A collection of hats representative of occupations. (Policeman's hat, construction worker's hard hat, nurse's cap, fireman's hat, football helmet, Army cap, sailor's hat, chef's hat, etc.).

SUMMARY:

PROCEDURE:

1. Ask students to bring hats from parents, relatives, neighbors and friends that represent various occupations. (could use pictures of hats)
2. Arrange the hats for display in the classroom.
3. Have students identify which occupations each hat represents.
4. Have students relate the settings in which they have seen these hats. (Ex: nurse's hat - hospital, Dr.'s Office, School, Bloodmobile, Red Cross Office...)
5. Discuss the contributions that each of these occupations make to the community.

COMMENTS:

Students might enjoy coming to school dressed like people in various careers or equipped with tools used in certain careers. (Emphasize that every occupation contributes to society.)

EVALUATION:

Students have identified and expressed symbolically various occupations in the community, and discussed contributions made by each of these occupations.

RESOURCES: Community Resource People

SOURCE:

Nebraska Career Guidance Handbook
Center for Vocational Education
West Campus
Kearney State College
Kearney, NE 68849

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

THE HAIR STYLIST

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To expose students to work tasks associated with some jobs.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 50 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of the "Schedule" and pencils.

SUMMARY:

Many young people want to be beauticians. They see themselves creating beautiful hair styles for their customers, friends, and themselves. Often they do not know that part of the job is scheduling appointments to fit the customer's needs. The following exercise gives the student this experience and can be used for any job that requires the workers to set up a schedule. When completed ask the students if they were able to set up a workable schedule, how difficult it was, and whether or not they enjoyed this part of the job.

Variation: This activity could be used as a follow-up to a Study Skills or School Success Unit. Once students are taught the importance of time management and how to build personal schedules, the Hair Stylist Activity could be used to illustrate the importance of scheduling in some careers.

SOURCE:

PIC Newsletter (Sept/Oct 1987)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA. 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

Using the schedule form below, schedule the following appointments. Write in the person's name, what they want done, and their telephone number in the correct box. Remember to schedule yourself a time to eat lunch everyday.

HAIR STYLISTS SCHEDULE APPOINTMENTS

- Carol Catcher calls to ask for a hair cut on Wednesday morning after 9 a.m. Her telephone number is 784-6103.
- Mrs. Mercy phones to request a manicure on Thursday afternoon. She needs to be finished by 3 p.m. A manicure takes an hour. Her phone number is 782-1342.
- Mrs. Sour calls to ask for a trim. She wants it on Monday or Tuesday at 10 a.m. Her telephone number is 673-1450.
- Sarah Smiley wants her hair washed. No set - she likes the natural look. Schedule her on Saturday morning at 9 a.m. The telephone number is 445-8990.
- Lolita Loon calls for an appointment to have little Ida's hair cut. Any afternoon is fine, after 3:30 p.m. Phone number: 682-1935.
- Mrs. Hokey needs an appointment to have her wig washed and set. She wants it set while it's on her head. Any time Monday afternoon after 3 p.m. is fine. Phone number: 352-3321.
- Mike Miles wants his hair styled on Thursday at 2 p.m. His telephone number is 351-1313.
- Charlotte Webb wants an appointment on Monday afternoon to have her tint job retouched. Her telephone number is 332-7301.
- Fanny Fancy wants to have her hair styled on Tuesday. Schedule her after 8 a.m., but before 11 a.m. Her phone number is 332-6184.
- Gertrude Getup needs a permanent on Saturday, any time. This will take three hours. Her telephone number is 354-1682.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					
4:00					

SEX EQUITY

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To help students understand the issue of sex equity and how it may influence their career choices.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 1 Class Period

SPACE REQUIRED: Classroom

MATERIALS NEEDED: One dollar bill, 59 cents, and a math problem.

SUMMARY:

This activity is intended to be an introduction to a more complete unit on sex equity.

1. Tell the class that you have a job for which they will get paid. You need two volunteers: one girl and one boy. Explain that the job requires that a student have good math skills. (For interest, note which hands go down with this last statement.)
2. Choose a girl and a boy that have good math skills. Have them come to the front of the room.
3. Give them a math problem with moderate difficulty for their ability.
4. Wait until each student is done with the problem. Hopefully both will have the same correct answer.
5. Speak to the boy so that all can hear. Tell him that he did a fine job and that you have budgeted to pay him one dollar for his efforts. Give him the one dollar. Tell him you appreciated his excellent attitude and positive approach.
6. Next speak to the girl so all can hear. Tell her that she did a fine job and that you enjoyed her excellent working attitude and positive approach. Tell her that all you can afford to pay her is 59 cents.
7. Thank them both and ask them to return to their seats.

There is usually a strong reaction from members of the class. Receive all oral comments or questions. This activity usually provides a lively discussion of equity and fairness. You may wish to follow the discussion with a written activity that requires students to express their reactions to the situation they observed.

SOURCE:

Alaska School Counselor's Handbook
Alaska Dept. of Education
P.O. Box F
Juneau, AK. 99811

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

THE WITCH'S MAGIC POTION

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To introduce the concept of career planning to students.

GRADE LEVEL: 4-8

GROUP SIZE: Class

TIME: 30 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: A picture of a witch or a witch's costume, chart paper or poster board.

SUMMARY:

The following is a career classroom activity for the month of October. Use a picture of a witch or, better yet, dress up as a witch, carry a magic wand and a pot of brew. As you stir your brew, repeat the following poem.

- (1) I'm (insert your name) the Witch,
The witch of all witches.
I can make you really mad
Or keep you in stitches.
I can do a soft shoe
Or sing you a song and
In counseling I help you
Decide right from wrong.
- (2) I've spent hours and hours
Concocting this brew and
It's ingredients have been made
Especially for you.
It has the brains of Einstein,
President Bush's right arm,
Art work of Da Vinci, and
Michael Jackson's charm.
- (3) It has a song of Whitney Houston
Billy Graham's wise lips,
It's bound to do wonders
For everyone that takes sips.
With a wave of my wand
And a touch from my finer,
Let's get on with the experiment.
We have no time to linger.
- (4) Choose any career
That you'd ever dream to do
And watch yourself become it
With a drink of my brew.
Step right up, step right up
Step up one and all
We'll see your future careers
In a crystal ball.

- (5) Doctor or chemist or
Artist or baker,
Lawyer or court judge,
Police officer, dressmaker
Sales clerk or pilot,
Stewardess, too
Forester, business man.
Singer will do.
- (6) Abra-ka-da-bra, shish-booma-bam.
Whatever your career,
Your wish is my command.
It's all quite so easy.
I'll just pour you a drink, and
You will become a career person
Faster than you think.
Take the cups from my hand
And drink it all down.
- (7) You'll become the best career person
To ever hit town.
But before you drink,
Say with you own voice
The greatest, the desired,
Your special career choice.

At the end of the poem, the students name their chosen careers. Pour each one some of the magic potion (red Kool-Aid) which is supposed to change them into the career person of their choice. When nothing happens, discuss the importance of good sound planning and hard work in producing successful career people of the future. Then present the following five I's of career planning which may be written on chart paper or poster board.

THE FIVE I'S FOR CHOOSING A CAREER

1. IMAGINATION
2. INVESTIGATE
3. INTERESTS
4. INVOLVEMENT
5. INTELLECTUAL TRAINING

SOURCE:

PIC Newsletter (Sept/Oct 1989)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The Witch's Magic Potion was submitted by Wanda Wood Adams, a school counselor from Cades-Hebron School in West Columbia, South Carolina.

SELF-AWARENESS

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To increase students understanding and appreciation of self and others.

GRADE LEVEL: 5-8

GROUP SIZE: Class

TIME: 6-30 minute sessions

SPACE REQUIRED: Classroom

SUMMARY:

The following classroom guidance unit on **SELF-AWARENESS** covers such topics as: self-awareness terminology, individual strengths and weakness, plans for personal improvement and group strengths.

SESSION 1: MY PUZZLING SELF

PURPOSE: To help students understand the terminology associated with self-awareness.

MATERIALS NEEDED: Copies of "Puzzling Self" crossword puzzle, pencils, chalkboard.

INTRODUCTION: Begin by saying, "This unit is going to help you learn more about yourself. Today we are going to define some words that will help us when we talk about ourselves. Look at the list of words on the board and let's talk about their meanings."

ACTIVITY: Write the following words on the chalkboard and discuss with the class: weakness, skills, negative, positive, self, thought, talent, feeling and strength. Distribute the activity sheet "Puzzling Self" and allow sufficient time for the students to complete it. Review the worksheet with the group.

CLOSURE: "Could you now use some of these words to talk about yourself? Give us some examples."
(Elicit responses).

SUMMARY: "Today we've built a vocabulary which will help us to describe ourselves as unique individuals".

ASSIGNMENT: "Use these words and others like them throughout the next week to describe yourselves."

SESSION 2: UNDERSTANDING SELF

PURPOSE: To help students identify their personal strengths and weaknesses.

MATERIALS NEEDED: "Myself Checklist" and pencils. (See worksheet at end of unit).

INTRODUCTION: Begin by saying, "In the last session we learned some words pertaining to self-awareness. Today we are going to concentrate on those things we do well both in and out of school. In other words, we are going to be talking about strengths and weaknesses. Many times we feel that because we may or may not do well in school, that we are limited in our strengths. What are some areas in which you have strengths that are not related to academic subjects?" (Elicit responses such as: outdoor skills, interpersonal skills, family skills).

ACTIVITY: Distribute "My Self Checklist" to each student and allow sufficient time for them to complete it. Lead classroom or group discussion on checklist. Identify those items under "I do it well" as strengths and "I need to do better" as weaknesses.

CLOSURE: "Are you satisfied with your checklist? If you are not satisfied, what steps might you take to do better?"

SUMMARY: "We have begun to think about our strengths and weaknesses both in and out of school that make us the unique people we are."

ASSIGNMENT: "Identify some additional strengths which are not on your checklist".

SESSION 3: SHINING STRENGTHS

PURPOSE: To help students recognize and appreciate their strengths.

MATERIALS NEEDED: "Shining Strengths" worksheet and pencils. (See worksheet at end of unit).

INTRODUCTION: Begin by saying, "There are many words that identify strengths--good things about people that you like or that you think help made them successful. Let's brainstorm some words or phrases and list them on the chalkboard. Let's think of some personal strengths in terms of relationships, skills, school, attitudes and experiences.

Here are some examples:

listens to me
tries to understand
accepts me as a person
is tolerant of others
can be trusted
always has a smile for you
is friendly
has a sense of humor

is a good reader
adds numbers fast
says kind things to people
respects others
is interested in others
works hard
finishes what is started
is a good sport

ACTIVITY: Distribute worksheets to students. Instruct them to write their name in the middle circle.

"These lines are our sun rays. They can provide us with strength and energy, especially if we use them to identify personal strengths". Instruct students to quietly walk around the classroom and elicit strengths from their classmates. Classmates will write a strength which they observe about that student on the lines extending from the sun. Four or five responses are needed for each student. On the additional lines, students will identify additional strengths about themselves which make them proud or happy. When several students are finished, have the class be seated.

CLOSURE: "Can others sometimes see strengths in us that we don't see? Do we have strengths that can't be seen by other people? Of all the strengths that are written on your paper, which one pleases you the most? Which one surprises you the most?"

SUMMARY: "Good feelings are generated when we hear about our strengths from others. Taking note of other people's strengths and telling them what we notice can be a compliment and fun too".

ASSIGNMENT: "Say something positive to someone in our school....in our class....and don't forget the teacher."

SESSION 4: TARGETING STRENGTHS AND WEAKNESSES

PURPOSE: To help students target areas for personal improvement.

MATERIALS NEEDED: "I Have Strengths and Weaknesses" worksheet, pencils.

INTRODUCTION: Begin by saying, "Everyone has both strengths and weaknesses---things they could improve on. Today we're going to identify our weaknesses and target areas in which we could improve."

ACTIVITY: Distribute the "I Have Strengths and Weaknesses" worksheet and ask the students to **TARGET** one weakness they would like to improve upon. The students write the weakness in the center of the bulls eye. Lead a discussion centered on one weakness that needs improvement. (Use your own personal example or one volunteered by a student). Emphasize setting a goal to improve that weakness and steps that could be taken to meet that goal. On each line surrounding the **TARGETED** weakness, the students identify ways in which they can improve their weakness.

CLOSURE: "Why do you think we should identify and target our weaknesses? Have you had a personal experience of targeting a weakness and improving it? What were the results?"

SUMMARY: "When we work on our weaknesses, they may some day become our strengths."

ASSIGNMENT: "Target one of your own weaknesses. Set a goal and take some steps to improve it."

SESSION 5: THE ME I WANT TO BE

PURPOSE: To help students develop plans for personal improvement.

MATERIALS NEEDED: "Strength Improvement" worksheet, pencils. (See worksheet at end of unit).

INTRODUCTION: Begin by saying, "In our last session we targeted weaknesses and set goals to improve them. Today we're going to identify our strengths and see if they also can be made better."

ACTIVITY: Ask members of the class to share what he/she thinks is his/her greatest strength. Discuss. Distribute the strength worksheet and ask students to complete it. When students have completed the worksheet, conduct a discussion emphasizing the steps involved in improving strengths.

CLOSURE: "What are some steps you listed that you feel would help you improve your strength? How did you determine the order of importance in number 4?"

SUMMARY: "Even though something is a strength, it doesn't mean there is not room for improvement."

ASSIGNMENT: "Find some ways you can enhance the strengths you already have."

SESSION 6: GROUP STRENGTHS

PURPOSE: To help students appreciate how individual strengths contribute to a group.

MATERIALS NEEDED: Poster or bulletin board with the outline of a body (4 or more depending on the number of groups in the class), construction paper, scissors, paste, markers or tape.

INTRODUCTION: Begin by saying, "We have spent several sessions talking about individual strengths and weaknesses. We have discovered that we do not all have the same strengths. Today we're going to talk about how we can combine our strengths to benefit the entire group."

ACTIVITY: Explain to the students that they will be divided into groups. Each member of the group will select his/her strength. The task of the group is to relate these strengths to a part of the body and draw a picture of that part. Example:

Reading - eyes

Running - legs

Caring - heart

Piano - fingers

Tape or paste the body part to the body that was drawn for each group. Discuss the analogy of the parts of the body relating to the whole body as individual's strengths related to the group.

CLOSURE: "How have your strengths contributed to other groups to which you belong? Are some people's strengths in a group easier to see than others?"

SUMMARY: "We've seen how combining strengths works to benefit the group. It can also make us feel good to contribute to a group."

ASSIGNMENT: "See how you can contribute your strengths to other groups to which you belong....including your family!"

SOURCE:

Elementary Developmental
Guidance Plan
Orange Co. Public Schools
445 West Amelia Street
Orlando, FL 32802-0271

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



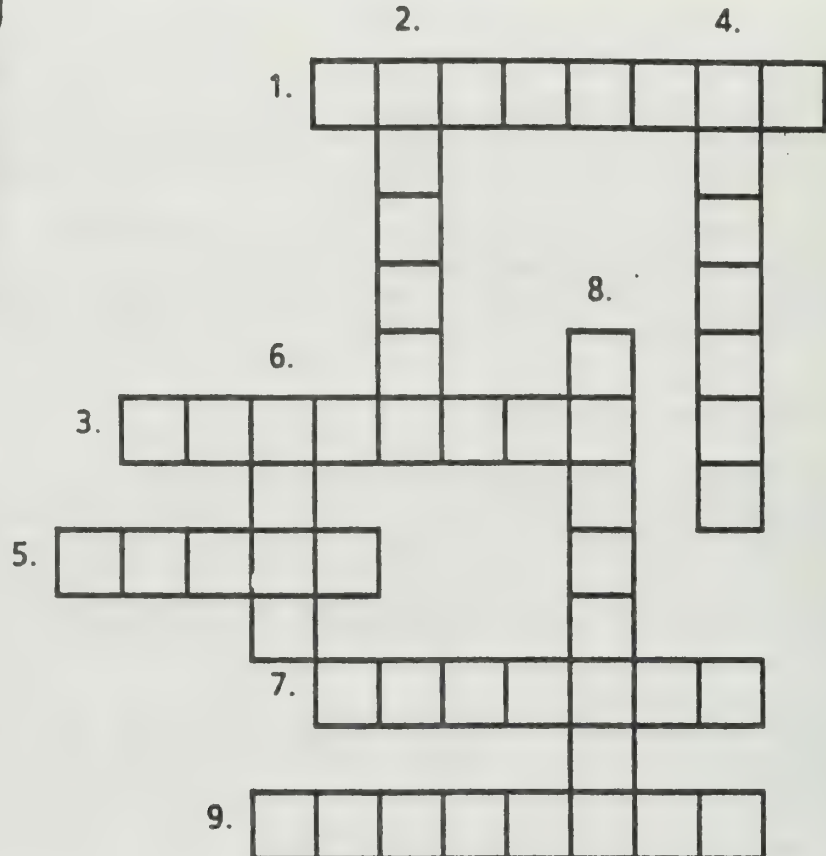
PUZZLING SELF

Use these words to fill in the blanks below. Write the words in the correct puzzle boxes.

weakness
skill
negative

positive
self
thought

talent
feeling
strength



Across

1. Something I am good at doing is a _____.
3. When I feel good about something, my feeling is _____.
5. Something I have learned to do is a _____.
7. My attitude toward a situation is a _____.
9. Something I have trouble doing is a _____.

Down

2. A natural ability is a _____.
4. An idea I have about a topic is a _____.
6. I am my _____ and I have a name.
8. When I feel bad about something, my feeling is _____.

FRINGE BENEFITS _____

Give an example for each puzzle statement.

SELF CHECKLIST

Name _____

Date _____

A. Educational

1. I am good at _____
(name subject)
2. I can learn _____
3. I am good at listening and following directions.
4. I am good about doing my homework.
5. I can work with my teachers.
6. Other _____

B. Outdoor Activities

1. I am good at _____
(name sport)
2. I am good at _____
(name activity)
3. I can ride a bike.
4. I can swim.
5. Other _____

C. Being Helpful At Home

1. I can wash dishes.
2. I can weed the yard or water the plants.
3. I can launder and fold clothes.
4. I can clean my room and keep it neat.
5. I can cook.

D. Social

1. I can make friends.
2. I can work with others.
3. I care what happens to others.
4. I am a good sport.
5. I can admit when I'm wrong.

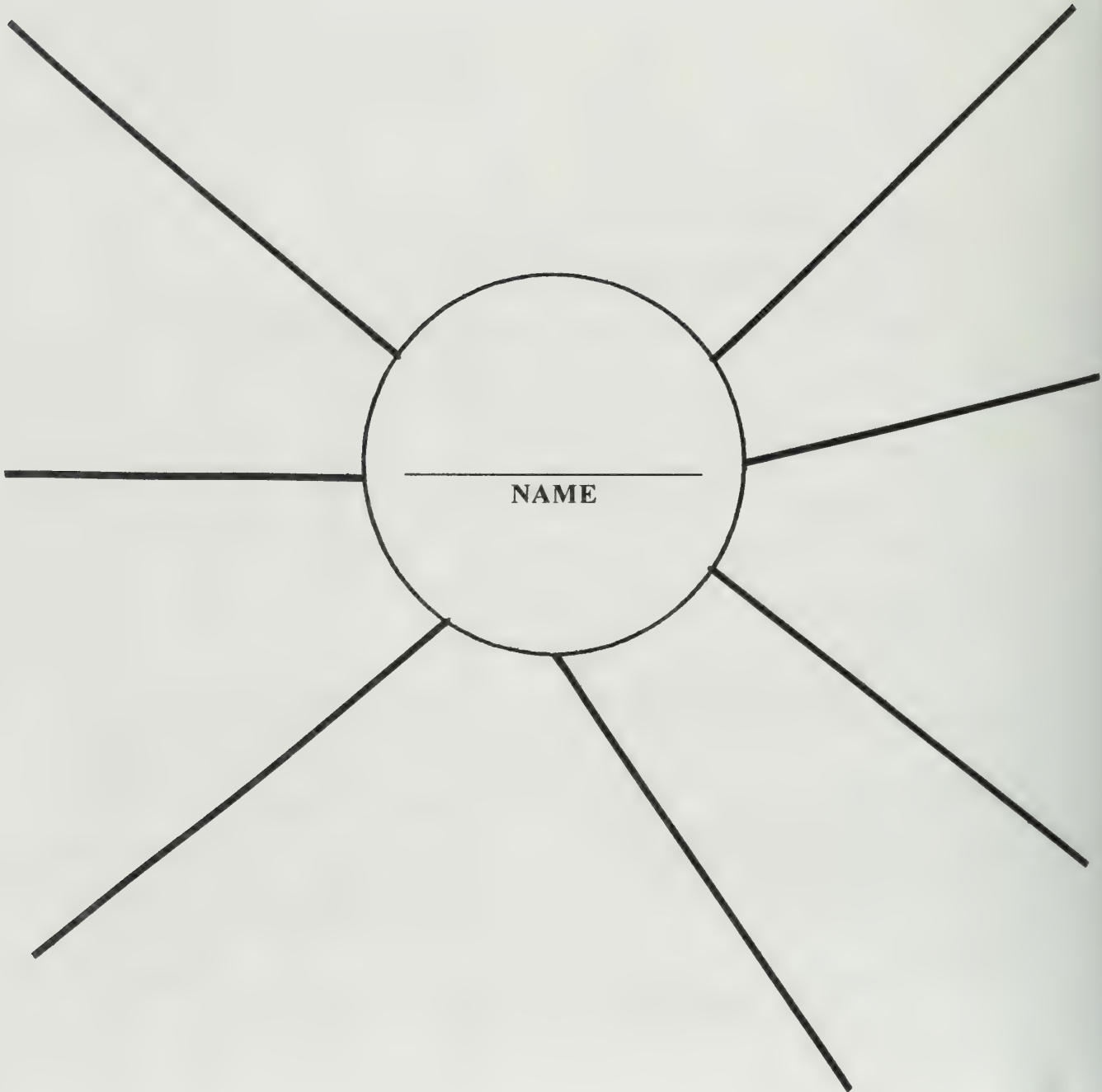
E. Talents

1. I can play the _____
(name instrument)
2. I can sing.
3. I can dance.
4. I am good at art.
5. I can also _____

I need to do better	I do it O.K.	I do it well

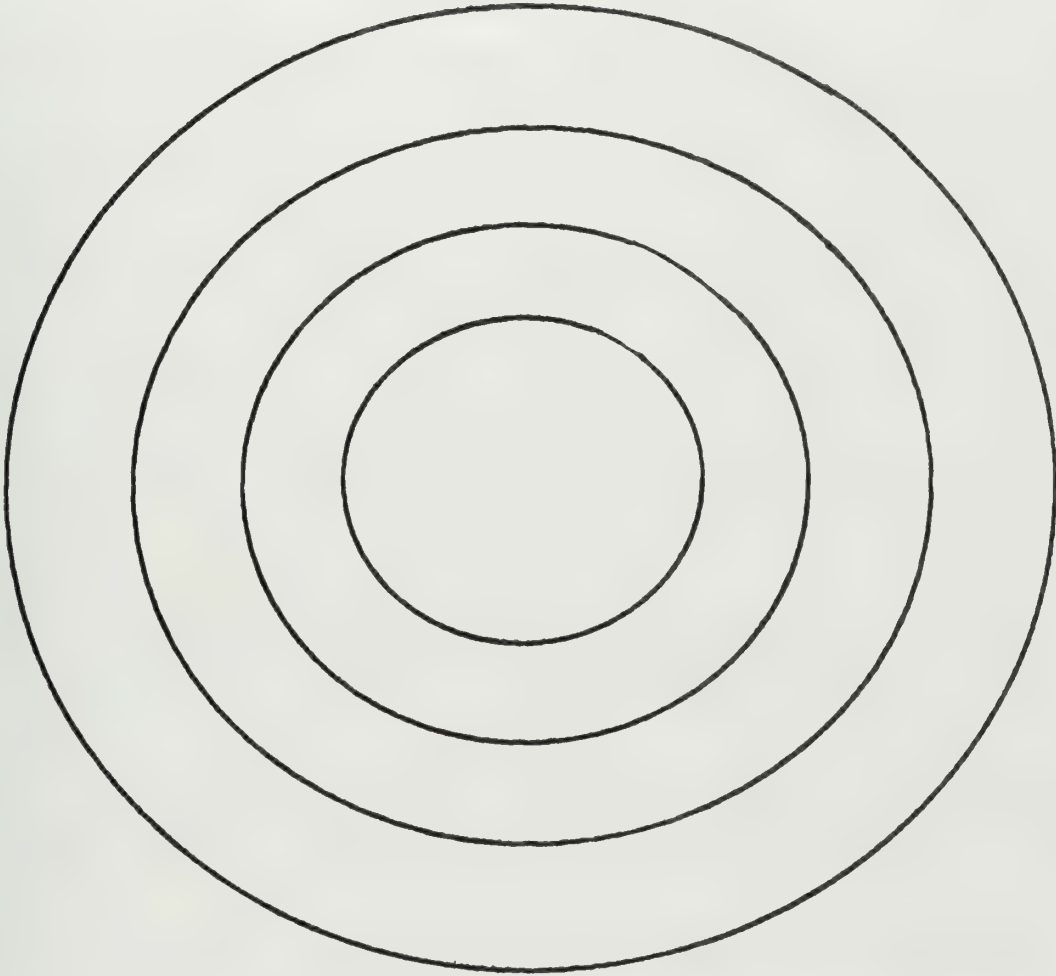
SHINING STRENGTHS

THE STRENGTH I SEE IN YOU IS.....



I HAVE STRENGTHS AND WEAKNESSES

A WEAKNESS I WISH
TO TARGET IS.....



MY STRENGTHS INCLUDE.....

STRENGTH IMPROVEMENT WORKSHEET

1. NAME ONE STRENGTH YOU HAVE WHICH YOU ENJOY AND WISH TO IMPROVE.

2. WHAT IS THE THING YOU DO OR SAY THAT IS KEEPING YOU FROM DEVELOPING THE STRENGTH IN NUMBER 1?

3. LIST THREE STEPS YOU CAN TAKE TO IMPROVE YOUR STRENGTH.

1. _____

2. _____

3. _____

4. RANK THE THREE STEPS IN ORDER OF IMPORTANCE.

1. _____

2. _____

3. _____

5. DO THEM!!!

STRESS AND YOU

UNIT

CONTENT AREA: PERSONAL – SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a series of six classroom activities on Stress.

GRADE LEVEL: 4–6

GROUP SIZE: Class

TIME: Six–30 minute sessions

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Paper, pencils, chalkboard, (tapes are helpful, but optional), *Coping for Kids: A Complete Stress–Control Program for Students Ages 8–18*, by Herzfeld and Powell, The Center for Applied Research in Education, Inc., 1986.

SUMMARY:

This classroom guidance unit will help students understand stress better and learn some coping skills as well. The class meets for a one-half hour period each week for six weeks. The objectives and brief description of each session are as follows:

SESSION I: Define and identify stress and stressors. Discuss the physiological effects of stress on the body. Complete a student stress chart.

SESSION II: Discuss the different reactions that people have to stressors using a continuum in which students identify their own stress index (+2, +1, 0, -1, -2) within the group. The students in high stress areas (+2) will seek information from students in lower areas as to their self talk and varying strategies that are used to deal with stress.

SESSION III: Learn and practice breathing techniques. Understand process of breathing. Practice exercises in light breathing (stress), deep breathing (relaxation). You may wish to use the following tape: *Coping for Kids: A Complete Stress Control Program for Students Ages 8–18*, by Gerald Herzfeld, Ph.D. and Robin Powell, Ph.D., The Center for Applied Research in Education, Inc. 1986.

SESSION IV: Learn to accept your problems – not everyone else's. Divide into groups, each group lists four problems that stress them. In large group, discuss each, ask students if each has a problem over which they have control or no control. Discuss that when it is understood that they have no control over a problem, they will be less stressful because original feelings of guilt and blame go away.

SESSION V: Learn to laugh appropriately at stressful situations. Using the list of problems from session #4: When students learn to laugh at their mistakes, they feel less overwhelmed.

Retell as a funny story

Draw a cartoon about the stressful incident

Identify the funniest part of the situation

SESSION VI: Upgrading coping skills. Using stressful situations identified in the first session as examples, describe each, ask the students to brainstorm techniques they have learned that could be used to deal with these situations.

SOURCE:

Linda Eltzroth
Prairie Heights Elem. School
R.R. 2, Box 606
Lagrange, IN 46761

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

Student Stress Chart

This is a chart that lists situations that can be stressful for students your age. Some of these may apply to you and others may not. Read the list, and if you think the situation mentioned would be stressful if it happened to you, put a (X) by it in Column 1. Next, look at each situation you checked in Column 1. If you think the situation would be very stressful, put a plus (+); somewhat stressful, put an (X); not very stressful, put a minus (-) in Column 2. Last, in Column 3, check (X) for each situation you have experienced within the last year.

	1	2	3
Death of a parent			
Parents divorced			
Parents separated			
Moved to a new school			
Not being liked by other students			
Parent remarried			
Criticized by teachers/students			
Gone to a hospital			
Long-range assignments			
New brother or sister			
Close friend moved away			
Poor report card			
Not picked for a team			
Conflict with a teacher			
Caught in a lie			
Conflict with parent(s)			
Parents fighting			
Sent to the Principal			
Not completing assignments			
Not passing the grade			
Poor grades in schoolwork			

FRIENDSHIP SKILLS

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To promote friendships skills for upper elementary and middle school students.

GRADE LEVEL: 5-8

GROUP SIZE: Class

TIME: 7 sessions, 40-45 min. each

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to each session.

SUMMARY:

The following developmental classroom guidance unit was prepared to promote friendship skills for upper elementary and middle school students. The sessions could also be adapted to a group format. Each of the seven sessions require 40-45 minutes.

SESSION 1: OUR CLASS ZOO

MATERIALS NEEDED: Construction paper, crayons or markers.

ACTIVITY: Introduce yourself to the class and explain when and how often you will meet with the group. Explain that the purpose of this program is to help students get to know and understand each other better. Have the students introduce themselves. Ask them to think of a word that describes themselves which starts with the first letter of their name. For example:

Judy--Joyful

Robert--Rambunctious

Susan--Smiley

If any of the students have difficulty thinking of a word, ask the class to make suggestions.

Give each student a piece of construction paper. Ask them to use crayons or markers to draw a picture of the animal that is most like them. On the back of the picture they should write their name and two reasons why that animal is like them. The counselor should also participate in the activity. Collect the pictures. Hold them up and see if the students can guess who drew each animal. If the student is identified, the reasons for choosing that animal should be shared by the student. The animal pictures can be hung around the classroom and labelled OUR CLASS ZOO or they could be placed in a class booklet.

SESSION 2: SOMETHING NO ONE ELSE KNOWS ABOUT ME

MATERIALS NEEDED: White paper.

ACTIVITY: Ask volunteers to recall the students' names and their special identifying words. Ask the students to observe each other. Discuss things we observe about other people such as: eye color, hair color and style, dress, physical size, etc. Remind the class that we all have information about ourselves that other people don't know. One way to get to know each other better is to share "something special" about ourselves. Examples might be:

A time you got in trouble.

Someplace you went.

A dream you had.

Something scary that happened to you.

Give each student a piece of white paper. Have them title the page, "Something No One Else Knows About Me". (Explain to the students that it could be something that "very few" people know about me). The students illustrate their "something special." When they are completed, ask for volunteers to share their pictures with the class. Collect the papers and add to the class booklet.

SESSION 3: "BEST" AND "WORST" EXPERIENCES

MATERIALS NEEDED: Writing paper for students and chart paper.

ACTIVITY: Review activity #1 by asking students if they can remember what animals other students had said they were most alike. Review the idea that we are learning to understand and know each other better as we share various things about ourselves. We can become better friends as we become more comfortable disclosing deeper feelings.

Pass out writing paper to the students. Have them put their name at the top and then write about the--"Best Time in My Life" and the "Worst Time in My Life." Model the activity by using yourself (counselor) as an example. The counselor should then write the following on a large piece of chart paper.

<u>BEST</u>	<u>WORST</u>
-------------	--------------

As the students share their best and worst experiences these should be listed on the paper. Students will find that they have many similar "best" and "worst" times in their lives. Copy the "best" list and add it to the class booklet.

SESSION 4: ABOUT ME.....

MATERIALS NEEDED: Writing paper for students.

ACTIVITY: Review the previous session by naming a student and asking the class to recall a "best" or "worst" experience that person had. Pass out writing paper to the students. Have them put their name at the top and then write the following:

People like me when.....
People don't like me when.....
One thing I like about me is.....
One thing I'd like to change about me is.....

When the students are finished, divide the class into two teams. Collect the papers from each team. The counselor should choose one of the papers from one team and read the responses. The opposite team should then guess whose response it is. If the team is correct, they win a point. The other team then gets a turn to guess. Save the papers and add them to the class booklet. An alternative to the team idea, would be to divide the class into small groups. Within each small group, the students share their responses to the sentences.

SESSION 5: A FRIEND IS.....

MATERIALS NEEDED: Art paper, crayons or markers.

ACTIVITY: Discuss friendship and what it means. Pass out art paper, and using crayons or markers have the students complete the following sentence and illustrate their answers.

A friend is _____

When the students have finished, have them share their illustrations and responses with the rest of the class. Collect the papers and put them in the class booklet.

SESSION 6: FRIENDSHIP LETTERS

MATERIALS NEEDED: 3" x 5" cards, writing paper, and envelopes.

ACTIVITY: Introduce this session by asking "How often do you tell your friends and classmates your thoughts and feelings?" Discuss the idea that sometimes it is easier to express ourselves through writing. Have the students write their names on 3" x 5" cards. Collect and shuffle the cards. Pass one out to each student. If they get their own name, they should put it back and draw again.

Give each student a piece of paper and an envelope. Have the students write a letter to the person whose name was drawn. This letter should include positive feelings about the person. The counselor may wish to put an example of a friendship letter on the board. After the letters are finished, they should be placed in envelopes, addressed, and delivered to the person.

After the students have had an opportunity to read their letters, ask the class the following questions:

- How did you feel about writing a friendly letter to someone?
- How did it feel to give someone a letter?
- How did you feel when you received a letter?

Students who wish to do so may share their letters with the class. Encourage the class to continue writing friendship letters to each other.

SESSION 7: POSITIVE FEEDBACK

MATERIALS NEEDED: None

ACTIVITY: The final session is most effective when the group can sit in a circle. Explain that, as a concluding activity, the students will give and receive positive feedback. Positive feedback is a way to let others know how you feel when they do something you like or feel good about. Use the following model as an example of positive feedback::

1. State the name of the student.....Jane
2. State the behavior.....When you read to the class
3. State your feelings about the behavior.....I feel very relaxed
4. State the reason.....Because you read so well

The counselor should give several examples using academic achievement, physical achievement, personality traits, etc. The counselor should stand behind each student in the circle and the rest of the students should each, in turn, give that student positive feedback. To conclude this session, ask the following questions:

- How did you feel receiving positive feedback?
- How did you feel giving positive feedback?

Encourage the students to continue giving positive feedback to others in their class, their school, and their homes.

SOURCE:

PIC Newsletter (Sept/Oct 1988)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

COMMUNICATION SKILLS

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To teach students communication skills that will enhance their friendships.

GRADE LEVEL: 5-8

GROUP SIZE: Class

TIME: 6-30 minute sessions

SPACE REQUIRED: Classroom

SUMMARY:

The following classroom guidance unit on **COMMUNICATION SKILLS** covers such topics as: Making Friends; Talk Stoppers; The Three Yesses; Feedback Sentence; Group Pressure; and Assertive Communication Skills.

SESSION I: MAKING FRIENDS

PURPOSE: To help students identify areas they have in common with students in the class.

MATERIALS NEEDED: Copies of "Making A New Friend" worksheet. (See worksheet at end of unit)

INTRODUCTION: Begin by saying, "If I ask you the question, 'Do you know everyone in your classroom', the chances are that you would say 'yes'. However, knowing someone by name doesn't provide you with any specific information, such as, a person's hobby, favorite movie, song or food. Sometimes we have much in common with someone else and have not taken time to really know that person. Today, I'm going to ask you to make a new friend. First, look around the class and select someone you don't know very well. That person will be your partner for the activity we are going to do"

ACTIVITY: Make sure each student has a partner. Distribute the worksheet, "Making A New Friend". Provide adequate time for the students to discuss the questions on the worksheet. When everyone has finished, ask for volunteers to share something they learned about their new friend.

CLOSURE: "Did you have difficulty selecting someone you did not know too well? Did you find you had many things in common with your partner? Are you and your partner very much alike? Did you enjoy this activity?"

SUMMARY: "Getting to really know someone else helps us to learn how much we have in common with that person".

ASSIGNMENT: "During the next week, try to get to know your new friend better and take time to meet new friends".

SESSION 2: TALK STOPPERS

PURPOSE: To help students identify behaviors which hinder the formation of positive relationships.

MATERIALS NEEDED: Chalkboard or chart paper.

INTRODUCTION: Begin by saying, "Sometimes there are things we do that hinder positive relationships. We might call these things 'talk stoppers'. What do you suppose I mean by 'talk stoppers'?" (Elicit responses and list on the chalkboard some of the ideas the students suggest. Add to the list 'talk stoppers' from your information sheet any that are not suggested by the students.)

ACTIVITY: Using the list of "talk stoppers" on the chalkboard, explain that they are going to role play each situation and ask for volunteers. Allow sufficient time for role playing and follow-up discussion. (The list of 'talk stoppers' can be reproduced and a copy provided for each student if you wish).

TALK STOPPERS

1. **Interrupt**---"YOU ARE SAYING SOMETHING IMPORTANT, AND ANOTHER PERSON BUTTS IN TALKING ABOUT SOMETHING ELSE."
2. **Advise**---"WHEN YOU TALK ABOUT A PROBLEM, THE OTHER PERSON KEEPS TELLING YOU WHAT YOU SHOULD DO."
3. **Dominate**---"THE OTHER PERSON THINKS THAT WHAT THEY SAY IS MORE IMPORTANT OR BETTER THAN ANYTHING YOU SAY OR DO".
4. **Put Down**---"THE OTHER PERSON BLAMES YOU FOR THE PROBLEM AND MAY EVEN CALL YOU NAMES LIKE CRY BABY OR STUPID."
5. **Distract**---"THE OTHER PERSON CHANGES THE SUBJECT TO KEEP YOUR MIND OFF YOUR PROBLEM."
6. **Sympathize**---"THE OTHER PERSON FEELS SORRY FOR YOU AND TRIES TO MAKE YOU THINK IT WILL BE O.K."
7. **Question**---"THE OTHER PERSON ASKS SO MANY QUESTIONS, YOU FORGET WHAT YOU WERE TALKING ABOUT."
8. **Interpret**---"THE OTHER PERSON TELLS YOU WHAT YOU FEEL AND WHY YOU DID SOMETHING."
9. **Praise**---"THE OTHER PERSON SAYS SOMETHING IS GOOD WHEN YOU BELIEVE IT'S NOT."

CLOSURE: "What did you see happening? Has anyone ever done that to you? How did you feel? Were you surprised at some of the 'talk stoppers' (such as praise)?"

SUMMARY: "By using 'talk stoppers' we sometimes hinder the forming of good relationships."

ASSIGNMENT: "During the next week, be aware of using 'talk stoppers' and try to change them in order to build more positive relationships."

SESSION 3: THE THREE YESSES

PURPOSE: To help students identify behaviors which help the formation of positive relationships.

MATERIALS NEEDED: None

INTRODUCTION: Begin by saying, "You remember in our last session we learned that 'Talk Stoppers' can hinder positive relationships. How many of you remember what some of the 'Talk Stoppers' were? (Elicit responses) Great! Now today we will practice a way to HELP us get along with others."

ACTIVITY: Explain that they will have a partner who will tell them something that has recently happened to them. They are to keep asking questions about the event until three of the questions are answered with a "yes". They will then reverse the roles.

Take time to demonstrate this procedure with a volunteer. After your demonstration, divide the students into pairs by (1) letting them choose their own partner, or (2) having partners selected by the teacher or yourself. Allow 4 to 5 minutes for each pair to complete both roles.

CLOSURE: "What kinds of questions did you ask that were answered 'yes'? How many questions did you ask before you got a 'yes'? Do you feel you know your partner better now? Did you have any difficulty with this activity? If so, what?"

SUMMARY: "We see that we CAN develop ways to build positive relationships".

ASSIGNMENT: "Try this activity with your family or friends and see how many questions you have to ask before you get a 'yes'."

SESSION 4: FEEDBACK SENTENCE

PURPOSE: To help students demonstrate a method for giving positive feedback.

MATERIALS NEEDED: A chart illustrating the feedback sentence or a copy of the sentence for each person.

INTRODUCTION: Begin by saying, "Sometimes other people do things that make us feel angry, sad, happy or scared. It makes us want to do something back to them. When a person makes us feel bad, we often react so fast that we end up in trouble. Sometimes we are even sorry afterwards. When a person makes us feel good sometimes we don't know what to say or feel embarrassed. Let's look at this example. Suppose you are at your seat trying to write a very neat paper. Another student keeps walking by your chair and knocks your arm. Finally, you are so mad that you want to get up and hit him. Sometimes you do. When you do, the teacher gets mad at you for fighting. How many have had something like this happen to you? Would you care to tell us about it?" (Elicit responses)

Continue with, "I am going to speak two times about the same subject. I want you to listen closely and see how you feel as you hear each message."

"YOU have been dropping papers all over the floor lately. YOU do it again and again. YOU don't listen when I ask you not to. YOU really make me feel bad."

"That is the first message. Now listen to the second message".

"When I see all this paper on the floor, I feel disappointed and upset. I would like you to help keep our classroom clean".

"Both of my messages to you were about the same thing--paper on the floor--but did you feel the very same way when I said each message? What was the main difference between the two messages?" (Elicit responses and discuss with the students that "you" messages seem like accusations and make people feel defensive, whereas "I" messages are much more straight forward, honest and demand respect).

ACTIVITY: Provide each student with a "Feedback Sentence" (or display it on the chalkboard or chart paper). Divide the class into groups of two so that each set will have a talker and a listener. Tell them to make up a feedback sentence for the situations below. When they share with each other, they should face each other. The talker will make up a "You" message response to the first situation and give it to the listener. The listener would respond with how they felt after receiving the "you" message. The talker then gives an "I" message response to the first situation. The listener gives feedback as to their reaction to the "I" message. They will then switch roles for the next situation.

FEEDBACK SENTENCE

WHEN YOU _____ (tell what the person is doing) _____ , I FEEL _____ (tell how it makes you feel), _____

I WOULD LIKE YOU TO _____ (tell them what you would like them to do) _____

Example: Situation #1
 First--talker gives "you" message
 Second--listener gives reaction to "you" message
 Third--talker gives "I" message
 Fourth--listener gives reaction to "I" message

Then switch roles and repeat for Situation #2

EXAMPLES:

1. You spent two hours last night completing your social studies assignment that is due today. This morning, your friend asks you if you'll let her/him copy your assignment--she/he didn't have time to complete it. She/He has done this to you before and you both got in trouble with the teacher.
2. You told your good friend something in confidence about you and your boyfriend/girlfriend. She/He promised not to tell a soul. Now you find out it's all over school.
3. Your mother promised you that she would take you and your friend to the show tonight. You've been looking forward to it all week. But your mother has just told you that she had a hard day and is too tired to drive you to the show.
4. A friend of yours wants to borrow \$5 to buy something at the store. You know your parents will get upset with you if you lend him/her money, because they never pay it back. You are suppose to spend the \$5 to buy a school lunch ticket.

Have students share their "feedback sentences" with the class.

CLOSURE: "How did you feel when you stated the 'I' message? Which kind of message was easiest to give? How did you feel when the 'you' message was being given to you? What did you learn from this activity?"

SUMMARY: "Feedback in the form of 'I' messages is much easier to accept than 'you' messages."

ASSIGNMENT: "Practice giving 'I' messages to your classmates, friends and family."

SESSION 5: GROUP PRESSURE

PURPOSE: To help students recognize and cope with peer pressure.

MATERIALS NEEDED: Cards with problems written on them.

PRIOR PREPARATION: Before this activity begins select four students who are popular and secure in their peer group. These students will be put in the uncomfortable position of being out of step with their peer group. Find some logical reason to have these four students (victims) leave the room. They should be gone long enough for the entire activity to be explained to the rest of the class.

INTRODUCTION: Begin by saying, "While the others are out of the room, I will explain what we are going to do. I will need your cooperation, so listen carefully. I am going to divide you into four groups and select a leader to direct each group. I will give you a card with a problem on it. Each member of the group will deliberately give the wrong answer to the problem, and you must do it without laughing or looking suspicious. When the four return, each one will be placed in a different group. Remember you cannot let on what you are doing."

ACTIVITY: Distribute the cards (one to each leader). Instruct the leader to ask everyone in the group to look at the problem and ask each one for their answer. The "victim" is asked last. The question is "Will he/she be able to stand alone against the statements (in error) of the other members in the group?"

Each group will have one of the four problems (attached). All groups will be working at the same time. In this way the four "victims" should not realize they are all being called on last.

When the groups are finished, ask the groups to share some of the problems encountered. The four "victims" will probably admit they felt uneasy. It is extremely important to reinforce them at this point. It does not mean good/bad or smart/dumb.

Explain that almost everyone would feel uneasy in the same situation. Ask the students if there was ever a time when they felt group pressure--When a group may have wanted to do something that they did not approve of? What did they think about at that time? Did they hold on to their own opinions? Avoid the temptation to lecture on the evils of peer pressure. This activity demonstrates the phenomenon of group pressure--not goodness or badness involved in yielding to it.

CLOSURE: "Did all of you (victims) yield to group pressure? How many of you resisted it? Did you feel uncomfortable when your ideas differed from the rest? What did you do to try to change the minds of the others?"

SUMMARY: "It is easy to see that pressure from the group is very forceful and sometimes difficult to resist."

ASSIGNMENT: "The next time you are being pressured to do something that you question, think about the activity we did today and if you disagree, stick with it."

PROBLEM STATEMENTS

Put these four problems on a card so that the group has something to pass around as they answer the question. The leader should have a second card with the wrong answer written on it.

PROBLEM 1 (wrong answer B)

Which is longer - A or B

(A)

(B)

PROBLEM 2 (group should say 18)

What is the answer? $10 - 5 + 3 =$

PROBLEM 3 (wrong answer - oil)

Which liquid is more sour:

(A) vinegar

(B) oil

PROBLEM 4 (wrong answer -- straw mat)

Which is warmer to walk on barefoot, a rug or a straw mat?

SESSION 6: ASSERTIVE COMMUNICATION SKILLS

PURPOSE: To help students recognize the importance of effective and tactful communication.

MATERIALS NEEDED: Assertive method examples and chalkboard.

INTRODUCTION: Begin by saying, "In the past session we talked about group pressure and found that it can cause us to do things we really don't want to do. Saying 'no' is sometimes difficult to do but, it can be done in an effective and tactful way. Using some of the ideas we have learned, what are some ways we can say 'no' that would help a friend understand we still like him/her, but that we don't want to do what he/she is doing?" (Elicit responses).

ACTIVITY: Explain that the class is going to participate in some role playing situations in which the first person tries to get the second person to try a drug. Ask for volunteers and provide them with a script from the Assertive Methods Examples (or make-up some of your own -- specific to the age group). Allow sufficient time for the volunteers to review their script before saying it in front of the class. After each role play, ask the following questions:

1. What happened in that role play?
2. How did the second person say no?
3. What gestures or body language was used?
4. How do you think each person felt about the others?
5. Do you think they are still friends?

After the role playing, take some time, if possible, to discuss any questions the students might have.

CLOSURE: "How did you feel doing the role playing? Was it easy to say 'no'? Could you do this in a real situation? How important is it that you say 'no'?"

SUMMARY: "Learning tactful and effective ways to communicate our ideas is of value to all of us."

ASSIGNMENT: "If you are faced with a situation where you believe you should say 'no', try using one of the methods presented here today."

ASSERTIVE METHODS

1. THE BROKEN RECORD - calmly repeat what you want or how you feel, over and over.
2. THE FEEDBACK SENTENCE - say WHEN YOU _____
I FEEL _____ I WISH YOU WOULD _____.
3. MEET ME HALFWAY - offer to do what you can but no more.
4. I UNDERSTAND, BUT - tell the person you know how strongly they feel about it, thank them, and say what you feel.
5. THE PUT-DOWN COMEBACK - say that the name you are called may be true, but you still choose to do what you believe.

SOURCE:

Adapted from:

Elementary Developmental
Guidance Plan
445 West Amelia Street
Orlando, FL. 32802-0271

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

ASSERTIVE METHOD EXAMPLES

1. THE BROKEN RECORD:

Billy: Hey Ed, I found a cigarette. Let's go out behind the school and smoke it.
Ed: No Billy, I don't want to - we might get into trouble.
Billy: Come on, take a chance. Besides, don't you want to get away from that teacher for a while?
Ed: Billy, I really don't want to. I just don't want to get into trouble.
Billy: Look, no one will find out. They never check on us.
Ed: I'm sorry Billy, I don't want to get into trouble and I'm not going.

2. THE FEEDBACK SENTENCE:

Shirley: Diane, my mom had some wine left over after supper last night. Let's drink some.
Diane: Shirley, you're my best friend, but when you try to get me to drink wine, I feel mixed up about you, and I wish you wouldn't ask me to do something that is harmful to me or you.

3. MEET ME HALFWAY:

Mike: (on phone) Hi Tom. Can you come over to my house? I just found one of my brother's marijuana joints.
Tom: Mike, I've never smoked one and I don't even want to try it.
Mike: But it's great! My brother lets me take puffs on his sometimes.
Tom: If that's what you want to do, that's your business, but I'm not going to.
Mike: Tom, I thought that you were my friend.
Tom: I am your friend and I really like being with you but I won't smoke pot with you.
Mike: Well, okay Tom. I'll see you tomorrow at school.

4. I UNDERSTAND, BUT

Tammy:(walking home from school) Michelle, my mother's on a diet and I sneaked some of her diet pills. Let's go over to Tina's house to take them. Her parents aren't home.
Michelle: Sorry Tammy, but I don't want to take any chances that we might get caught. Besides, I heard they can be dangerous.
Tammy:But you're my best friend and we've always done everything together.
Michelle: I know how really bad you want me to be there and I appreciate it, but I really choose not to go.

5. THE PUT-DOWN COMEBACK:

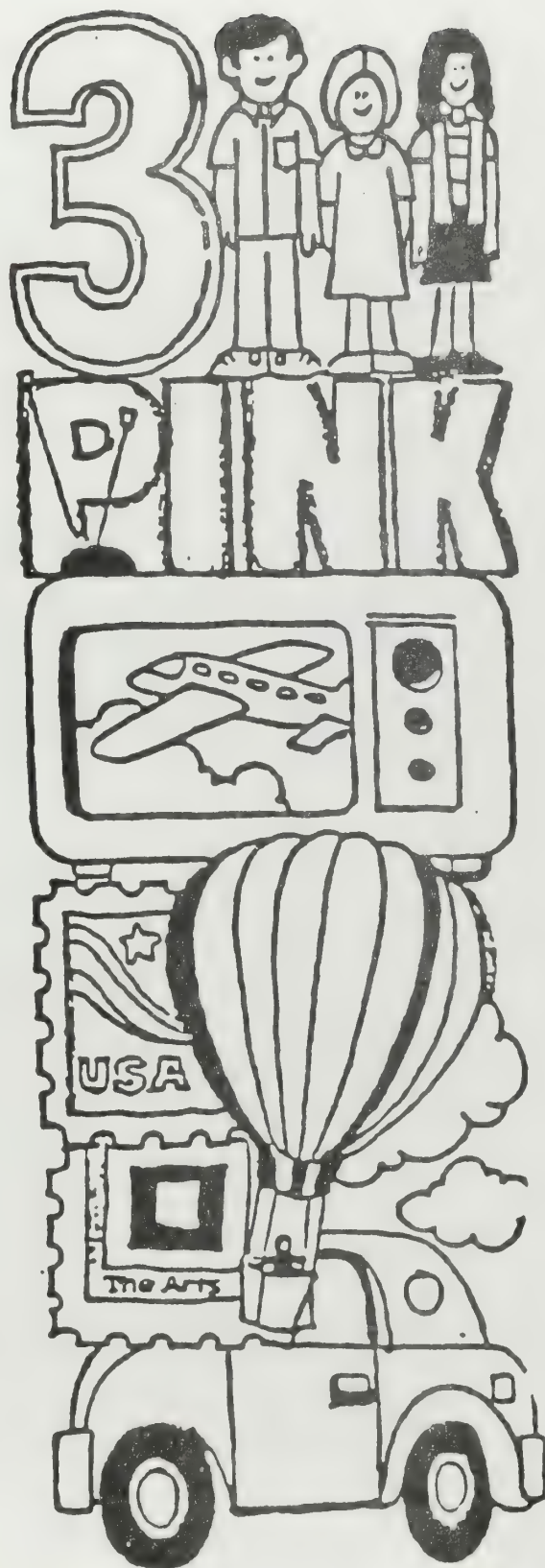
Mark: Why didn't you sniff glue with us yesterday? Every time we gave it to you, you passed it on to the next guy. Sometimes you are a real bore.
John: Maybe I am a bore, but I am not going to sniff that junk.
Mark: You're a real weirdo, John. You're not like us at all.
John: You may be right about me not being like you, but I think that's a great thing about me. If I don't want to do something, I just don't do it.

Making a New Friend

Find a partner among your classmates whom you do not know very well. Discuss the following questions with each other:

- a) How many brothers and sisters do you have?
- b) Would you like to have more or fewer brothers and sisters? Why?
- c) What is your favorite color?
- d) Do you have a lucky number?
- e) What is your favorite book?
- g) What is your favorite TV show?
- h) What do you like most about school?
- i) What do you like least about school?
- j) Do you have a hobby?
- k) What are some things you enjoy doing?
- l) What is the most exciting thing you have ever done?
- m) What would you like to be able to do someday?
- n) What is a wish that you hope comes true?
- o) What do you worry about?

After the conversation, tell the class about one of the most important items your friend discussed with you.



(+) PEER INTERACTIONS

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To promote positive peer interactions in the intermediate grades.

GRADE LEVEL: 5-8

GROUP SIZE: Class

TIME: Six sessions, 40 min. each

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to each session.

SUMMARY:

Negative peer interactions can block a classroom from achieving its main purpose--learning. The student who is excluded from groups because of poor grades or lack of stylish clothing, humiliated by classmates, or never chosen by classmates to be part of a group activity cannot give full concentration to learning. Likewise, the students who are busy isolating other students, making embarrassing remarks to other students, or controlling peers to act in unfriendly ways towards others are using their school time in an unproductive way. Nobody wins in a classroom with negative peer interactions.

This classroom guidance unit was developed to promote positive peer interactions in the intermediate grades. The unit has six sessions, 40 minutes each, and covers such topics as: isolation, peer pressure, cliques, losing, academic pressures, and being too popular.

SESSION 1: ISOLATION

MATERIALS NEEDED: Hat and slips of paper with student(s) names written. (Details given below).

ACTIVITY: Select an activity which will exclude one person from a class activity. Do not choose a student who is unpopular with the class as that person already knows how it feels to be ignored. Instead, choose a person who is well-liked by the other students. This can be done by drawing a name from a hat. Place slips of paper in a hat with the names of the students who are possible candidates. You may want to write the same person's name several times so there will be enough slips of paper for each student in the class, but the only names written on the slips of paper are those whom you feel should be chosen. When the name is drawn have the class participate in an activity like the following.

The entire class will play a game, but the chosen student will have to sit on the sidelines.

The entire class will be excused from an assignment, but the chosen student will have to complete the assignment.

DISCUSSION: When the activity is completed, the student who was isolated should tell the class what the experience was like. Then, allow the class to ask the isolated student questions about the experience.

FOLLOW-UP: Give the students a piece of paper and have them write the name of one student in the class (or school) they feel has experienced isolation. On the same piece of paper have them write one way they will treat this student better.

SESSION 2: NEGATIVE PEER PRESSURE

MATERIALS NEEDED: Writing paper.

ACTIVITY: Ask the class to name things that someone their age might ask them to do that would be wrong. Write their responses on the chalkboard. Some examples might be: lie about not being able to go somewhere, take something from someone else's desk, give answers on a test, etc. After the list is complete select two students who are good friends and ask them to do the following role-play. Before explaining the role-play, ask one student to leave the room and then tell the other student and the class the following situation.

You did not have time to finish your math homework and you want your good friend to let you copy his/her finished work.

Ask the class what someone might do to pressure a friend into giving up his/her completed homework. Allow a short time for suggestions. Tell the student doing the role-play that he/she must do everything possible to convince the other student to do what he/she wants. Ask the other student to come back into the room. Have the students perform the role-play.

DISCUSSION: When the role-play is completed have the two students share their feelings about this type of situation. Allow the class to ask the students questions about the role-play. Then, ask the class the following questions:

- Why would someone ask someone else to do something that is wrong?
- What can happen if you go along with doing the act?
- What can happen if you don't go along with the act?
- How can you make a decision that is best for you?

FOLLOW-UP: Give the students a blank piece of paper. Students should not put their names on the paper. Have them write the names of people in the class it would be difficult to say "no" to and have them tell why. This paper is for adult use only. It may provide insight into problems that exist in the class and help the teacher choose a way to alleviate this type of peer pressure without embarrassing any particular student.

SESSION 3: CLIQUES

MATERIALS NEEDED: List of characters and behaviors written on the chalkboard, and writing paper.

ACTIVITY: Our world is made up of groups and it is important to be a part of the group system. A clique is an elitist group that exists in schools. The following story is an example of how a clique can operate.

Assign students to be the following characters. As the script is read and the character is mentioned, the individual assigned to be that character rises and makes the sound indicated.

CHARACTERS:

- THE BOSSY STUDENT.....pounds fist on table and says, "My way."
- THE HAPPY STUDENT.....giggles
- THE TALENTED STUDENT....sings "la-la-la-la-la"
- THE SHY STUDENT.....covers face and says "Who me?"
- THE SMART STUDENT.....clears throat loudly...A-hem
- THE BEAUTIFUL STUDENT.....signs...Ah-h-h
- THE TEACHER.....whistle

CLIQUE STORY

In a classroom there was a bossy student____ and a happy student____. They had three other friends. One was extremely talented____, another was very smart____, and the third was shy _____. They did everything together and were the best of friends.

One day a new student came into the class. She was a beautiful student____. She had come from another part of the country and spoke with an accent. The teacher____ assigned her a seat next to the talented student____ and asked the talented student____ and the shy student____ to show the beautiful student____ around the school.

The talented student____ and the shy student____ took the beautiful student____ to lunch. There they all sat with the bossy student____, the happy student____, and the smart student____. They all liked to hear the beautiful student____ talk because her speech was so different.

One day the teacher____ announced that the class was going to put on a play. The teacher____ listed the parts on the board and said the students could try out for whatever part they wanted. The teacher____ also said that the class would vote for the students they felt should get the parts. The bossy student____, the happy student____, the talented student____, the shy student____, the smart student____ and the beautiful student____ all picked the parts they wanted to try out for. The beautiful student____ and the happy student____ selected the same part.

When the bossy student____ tried out, the happy student____, the beautiful student____, the shy student____, and the smart student____ voted for the talented student____ and he/she got the part.

When the smart student____ tried out, the bossy student____, the happy student____, the beautiful student____, the talented student____, and the shy student____ voted for the smart student____ and he/she got the part.

When the shy student____ tried out, the bossy student____, the happy student____, the beautiful student____, the talented student____, and the smart student____ voted for the shy student____ and he/she got the part.

When the beautiful student____ and the happy student____ tried out for the same part the happy student____ voted for him/herself. The beautiful student____ also voted for him/herself. The bossy student____ said that the beautiful student____ was best and should have the part. The shy student____ didn't know what to do. The talented student____ and the smart student____ agreed with the bossy student____, the bossy student____ said that if the shy student____ wanted to a part of the group he/she had better vote for the beautiful student____. The shy student____ voted for the beautiful student____.

The happy student____ heard the results. All his/her friends had voted for the beautiful student____. How could they have done this? When the happy student____ asked them why they had not voted for him/her they said that the beautiful student____ was better and if the happy student____ didn't like it then the happy student____ did not have to be in their group.

DISCUSSION: Ask the class the following questions:

What do you think the happy student did?

Why do you think the other students listened to the bossy student?

Why was being a part of the group so important?

What do you think the other students thought when they did what the bossy student wanted?

FOLLOW-UP: Give the students a piece of paper. Have them draw a line down the middle to divide it in half. At the top write "Pro's" and "Con's". Have the students list the good points about being in a clique and the bad points about being in a clique. At the bottom of the page have them total up to see whether they had more good points or bad points.

SESSION 4: LOSING

MATERIALS NEEDED: Meaningful messages written on construction paper.

ACTIVITY: Negative peer interactions can take place when a win/lose situation is present in the classroom. Write out several different meaningful messages on different pieces of colored construction paper. Have enough messages so that the class can play five rounds of the game. Each word of the message should be on a different piece of the same color of construction paper, and each message should be on a different color of construction paper. For example, "Our class is kind to everyone" would be on six pieces of red construction paper and "We must learn to work together" would be on six pieces of blue construction paper. Give each student a piece of construction paper and tell them they are to match their color with the other students who have the same color and then put the words together to make a sentence. Tell them that the first group to be finished will receive ten points, the second group five points and the rest will receive no points. When the first round is completed write the scores on the chalkboard and pass out the second set of messages. When the five rounds have been completed tally up the score.

DISCUSSION: Ask each group to explain why they believe they have the number of points they do. As this is being done, record whether or not they blame certain members of the group for their scores not being better. If so, discuss the issue of how a person feels when they cause a team to lose. Then ask the following questions:

How does it feel to lose?

If one person is having difficulty in a group, how could the others help?

When should a person be criticized for losing? When shouldn't a person be criticized?

How important is winning?

FOLLOW-UP: Have the students draw a picture of a time when they were involved in a winning situation. After the picture is completed tell the students to imagine that, instead of winning, they lost in this situation. Have them describe their feelings.

SESSION 5: ACADEMIC PRESSURE

MATERIALS NEEDED: Drawing paper, crayons or markers.

ACTIVITY: Not every student has the same abilities. We emphasize this in the school system by grouping students according to ability levels. Students with lesser ability levels often are the target of cruel remarks made by peers.

Give the students drawing paper and crayons or markers. Tell the students that they are to draw a picture of something they enjoy doing. Explain that this is a contest and that the best drawings will be displayed. Allow about five to ten minutes for the drawings. When the time is up, pass out another piece of drawing paper to each student. Tell them to draw something they do not enjoy doing. Explain that this drawing is also part of the contest and will be displayed, but that this time they must draw with their non-dominant hand. Allow about five to ten minutes for the drawings. When the second drawing is completed choose one student to bring both drawings forward. Ask the class which drawing looks the best. Then ask the student which one took the most effort.

DISCUSSION: Ask the students the following questions:

What do you feel like when something is hard

How would you feel if something was easy for all of your friends but hard for you?

How would your friends feel if they could do something better than you?

When you did the drawing, was it more difficult to do the second drawing than the first? Why do people more often than not notice only the end result rather than the effort someone made?

How can this class be more understanding of the effort made by students?

FOLLOW-UP: Give the students a piece of paper and ask them to name something they feel they do not do as well as the other students in the class. Then, have them tell how they wish the teacher would help them with this and how they wish the class would react to their situation.

SESSION 6: TOO POPULAR

MATERIALS NEEDED: Art materials for making hat.

ACTIVITY: Sometimes being too popular can be as difficult as not being popular enough. The pressure to remain popular can be as demanding as the pressure to become popular.

Divide the class into equal groups. Ask each group to select someone to represent them, a "model." In most cases the group will select one of the most popular students in the group. Have a selection of art materials available for making a hat. The group is instructed to make a hat for their "model" to wear in front of the class. Tell the group to make a hat as a representation of this person. For example, if the "model" is good at sports they may want to include something about sports on the hat. Allow about fifteen minutes for the project. When the hats are completed have each "model" stand in front of the class, wearing the hat. While the "model" is standing in front of the class another student from the group should explain how the hat represents the "model." The explanations are generally very positive. Explain to the "models" that their hats and explanations are a reflection of them. The hats represent all the good qualities about them that people appreciate and respect them for. Next, the leader selects the same number of students as "models", bringing them to the front of the class, and giving them the "models" hats...Explaining that all the good qualities now belong to another person.

DISCUSSION: As the "models":

How would you feel if you had none of the qualities mentioned on the hat?

How hard would you work to keep these qualities?

Do you believe that your friends would like you if you did not possess these qualities? Why or why not?

Ask the class:

Would you feel the same way about these "models" if they did not have the qualities that you mentioned on the hats?

Do you think they feel pressured by you to maintain these qualities?

Do you think being popular is easy? Is there such a thing as being "too popular?" When could it be a disadvantage?

FOLLOW-UP: Give the students a piece of paper. Ask the students to describe a popular person in their class without giving any names. They should include all the reasons they believe the person is popular. Their description should be of only one person, not of several popular people. When their description is finished they should answer the statements, "I would like to be this person because _____." "I would not like to be this person because _____."

SOURCE:

PIC Newsletter (Jan/Feb 1990)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

CLASS THERAPY

UNIT

CONTENT AREA: PERSONAL – SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To teach students how to communicate their emotions and to learn group dynamics.

GRADE LEVEL: 5–7

GROUP SIZE: Class

TIME: 4 sessions, 1 hour each

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Student handouts or chart paper, chalkboard or overhead.

SUMMARY:

Prior to sessions 1–3 you will need to type and duplicate student handouts listing the information given below. In lieu of a handout, the information could be put on the chalkboard, chart paper or on an overhead transparency.

SESSION 1:

Identify a variety of emotions in a classroom discussion format. Explain "Emotion Process" worksheet. Utilizing the worksheet have students process two emotions.

EMOTION PROCESS WORKSHEET

1. Identify the emotion(s).
2. Allow the emotion to be felt.
3. Ask yourself what is causing the emotion.
4. Take an action to deal with the emotion. Example: Talk about it with the person it involves.
If it isn't important – let it go.

SESSION 2:

Give students a copy of "Types of Communication" handout and discuss. Divide the class into groups of two and have them create a role play for each form of communication. Have each group perform their role play in front of the class and have the class identify each style of communication.

TYPES OF COMMUNICATION

1. Aggressive (I'm OK – You're OK)
e.g. "You make me feel _____ and its your fault"
2. Assertive (I'm OK – You're OK)
e.g. "I feel _____ because of your behavior"
3. Passive (I'm not OK – You're OK)
e.g. "It's my fault and I'll change"

SESSIONS 3 & 4:

Have students identify the subgroups of friends within the class and write them on the board. Ask the class to break into these groups. If there is a student alone, that is his/her group. Have each group answer each others questions. One leader from each group presents their groups responses to the questions.

GROUP DYNAMICS

1. Who is the dominant member of the group?
2. What values/interests brought you together as a group?
3. What are the feelings (refer to list from topic of emotions) that each of you feel by belonging in this group/or by not belonging in a particular group?
4. Are there any issues that you would like to communicate to the other friendship groups in the class?

SOURCE:

John deNeeve
School Counselor
Helena Flats School
1000 Helena Flats Road
Kalispell, MT 59901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

GOAL SETTING

UNIT

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To provide a series of classroom guidance sessions on goal setting.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 3-50 min. sessions

SPACE REQUIRED: Classroom

MATERIALS NEEDED: "A Good Goal Is..." Chart, "Set Your Goals" handout, paper and pencils.

SUMMARY:

The following is a series of classroom guidance sessions on Goal Setting.

SESSION 1:

A common complaint of middle school teachers is that the students have no motivation. They cannot or will not follow through on assignments. Students seem to believe that without an effort on their part, the world will grant them their every wish. They don't seem to have any goals.

Therefore, begin this unit with a Fantasy Trip. A trip where the student controls everything, but the time. Tell the students that you're going to try something different...they'll need to sit back and relax. Tell the class that it is the year 2000 (any year that takes them beyond the normal college years). Ask the class to close their eyes and imagine themselves in the year 2000. Have them imagine:

Where they are
Who's with them
What's it like, etc.

Ask questions such as:

Where do you live?
Are you working?
Still in school?
If in school, what are you studying?
If working, are you working for yourself or for someone else?
What kind of work do you do? Outdoors or indoors? With other people or alone?
Are you anyone's boss?
Who lives with you?
Are you in an apartment or a house?
Do you rent it or own it?
Do you own a car? What kind?
Do you have a pet?
Are you married?
Do you have children?
What do you do after work? On your days off?
Where do you vacation?
How much money do you make?
How did you get that job?
How did you learn the trade?

The next questions bring the students back to the present.

How did you get into that trade program?

When did you graduate from high school?

What did you take in high school?

When did you get into high school?

Continue with - We are back here in the present now. Do you like the future you created?

Process the Fantasy Trip by asking questions such as:

Will your current actions (grades, behavior) allow you to achieve your fantasy?

What do you need to do differently?

How can you chart a path to get from today to where you'd like to be in the year 2000?

The class assignment is to make a goal for the next month that will set or keep them on the path to their fantasy.

SESSION 2:

Make a chart "A Good Goal Is..." The content for the chart was taken from *Peer Program for Youth* by Ardyth Hebeisen (Available from Augsburg Publishing House).

A GOOD GOAL IS.....

1. CONCEIVABLE: capable of being put into words.
2. BELIEVABLE: acceptable as appropriate to your own values.
3. ACHIEVABLE: capable of being accomplished with your present strengths.
4. CONTROLLABLE: not dependent on specific response from another person.
5. MEASURABLE: you can observe it; you can count it.
6. DESIRABLE: something you really want to do.
7. STATED WITH NO ALTERNATIVES: not optional or concurrent with another goal.
8. GROWTH FACILITATING: not injurious to self, others, society.

Create a "Set Your Goals" handout for students using the following information.

I want to be on the softball team but my hitting is terrible. Tryouts are in three weeks.

Goal: _____

I'd like to be friends with Pat but I'm too shy to speak when we meet. I think Pat feels the same but I'm afraid I might be wrong and that I'll be rejected.

Goal: _____

I still owe three book reports. I just can't get motivated to read the books.

Goal: _____

ACTIVITY: Begin this session by going around the room asking the students to state the goals they wrote as homework from the previous week.

Tape the chart up on the chalkboard and explain that we are going to learn about short term goals. Go over each component, explaining it in terms they understand. Tell the class and the teacher that the chart is theirs to keep and may be posted in a permanent location in the room after the lesson.

Pass out the "Set Your Goals" worksheet. Read the first statement aloud and ask for a goal that begins "I will..." The class critiques the goals to see if they meet the eight criteria of a good goal. The second and third statements, students try by themselves. They then share the goals they have written with the class which critiques them for the eight requirements. The homework is to write a short term goal for themselves that meets all the criteria of a good goal.

SESSION III:

Begin with a review of the eight criteria of a good goal. Class members state their goals and tell what they have done toward them. Applause is appropriate for goal achievers. Give out blank white paper and instruct the students to fold the paper into quarters. Each quadrant on the first side gets a title of a major subject: Language Arts, Math, Science, Social Studies. The quadrants on the reverse side get a title of Sports, Social Activities, Home, Health & Grooming.

Discuss what each title means and instruct students to write in each quadrant something they wish to improve (or do more of) in that category. Ask students to write a two week goal for each. If time permits, the students may be paired or grouped to help each other correct goals that do not meet the criteria. At the end of the session have students stand and tell the class one of their stated eight goals. Homework is, of course, to accomplish their goals. At this point, the teacher can follow-up and expand the idea to satisfy her/his classroom needs.

SOURCE:

PIC Newsletter (Mar/Apr 1990)
MarCo Products, Inc.
P.O. Box 1051
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

This goal setting activity was submitted by Rosalind Sacharow -Nayowith, a school counselor at Rhodes Middle School in Philadelphia, PA.

STUDY SKILLS

UNIT

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To provide a study skills unit for the middle school grades.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 9 sessions, 50 min. each

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to each session

SUMMARY:

The Study Skills unit was reprinted with permission from the Impact Curriculum, which is an advisor/advisee program developed by Orange Co. Public Schools and is available for purchase. The unit was developed for grade 7, but could easily be adapted for grades 6-8.

SESSION 1: WHAT MOTIVATES YOU TO LEARN?

PURPOSE: To direct the student's thoughts to consider what motivates him/her to learn.

MATERIALS: "Sources of Motivation" handout for each student.

INTRODUCTION: Begin by saying, "Have you ever thought about what things cause you to become interested in learning? What things motivate you to work hard to achieve in school?"

ACTIVITY: Read together all of the possible sources of motivation listed below. Ask students for any other ideas that can be added to the list. Then invite students to rank order the sources of motivation to reflect their own motivation to study.

Lead the class in a discussion about the difference between internal and external motivation. Students can then identify each of the items on the handout as an internal or external motivator.

CLOSURE: Attempt to bring the group to consensus on which items from the list would serve a student well all the way through school--even through life--regardless of the specific circumstances surrounding him/her.

SESSION 2: PIE OF LIFE

PURPOSE: To help students make better use of their time.

MATERIALS: "Pie of Life" worksheet for each student, and crayons, colored pencils, or markers if available.

INTRODUCTION: Begin by saying, "How many hours are there in a day? So you have 24 hours every day to spend doing something. Twenty-four hours sounds like a long time. Have you ever thought about how you spend 24 hours? I want you to think about yesterday. What did you do? I know you had to sleep, go to school, eat, and do other things. but how many hours did you spend on each activity? Our ability to organize our time will affect us the rest of our lives."

ACTIVITY: Either write on the board or read orally the questions below and have students respond on a sheet of paper.

How many hours did you SLEEP?
How many hours did you spend at SCHOOL?
How many hours did you spend on HOMEWORK?
How many hours did you spend with FRIENDS after school?
How many hours did you spend with your FAMILY, including meal times?
How many hours did you spend ALONE?
How many hours did you spend on CHORES around the house?
How many hours did you spend watching TV?

TOTAL HOURS: (This should equal 24 hours, since there are 24 hours in a day.)

Distribute to students the "How I Spend My Day" worksheet. "One segment of the circle stands for one hour--there are 24 segments." The students then choose a color for each activity. Tell students to "color in the number of hours they spend for each activity on a normal day and label them".

CLOSURE: Ask the students to summarize information from their graph by completing these statements:

1. I learned that I spend the most hours....
2. I learned that I spend the least amount of hours....
3. I need to spend more time....
4. I need to spend less time...

SESSION 3: HOW AM I DOING?

PURPOSE: To encourage students to evaluate their study habits.

MATERIALS: "How Am I Doing?" questionnaire.

INTRODUCTION: Begin by saying, "What kind of student are you? Are you satisfied with your grades? Is homework a problem? For the next several sessions we will be looking at your study habits and sharing some ideas to help you improve."

ACTIVITY: "To know where we're going, we need to know our strengths and weaknesses as a student." (Advisor should refer to progress report as a "measure" for students to see how successful they are at this point.) "How do you measure up with your academic responsibilities?" (Advisor distributes survey.) "This survey will help you to see where you are with study habits. Be honest with yourself. This paper will not be turned in."

After allowing sufficient time for completion, "Now add up the number of checks you have in each column. Using these totals, think how you would rate yourself."

Advisor demonstrates directions to part 3 on the board. "Draw a line at the bottom of your paper. On the left end, write the words, 'Very successful student.' On the other end, write, 'Very poor student.' Now decide where you fit on the line and make a mark there."

CLOSURE: "What are some characteristics of a successful student? What are some characteristics of a poor student? What is one area in which you feel you could improve?" Elicit responses from the group. List them on the board or on newsprint to display as a reminder throughout the entire year.

SESSION 4: I WANT TO SELL YOU SUCCESS

PURPOSE: To help students identify behaviors and attitudes that help them become successful in their role in school.

MATERIALS: Chalkboard or overhead, paper and pencil for each student.

INTRODUCTION: Begin by saying, "We've talked about successes and how attitudes affect success. In order to be successful in school we have to identify those behaviors which will help us achieve that success."

ACTIVITY: "Let's talk about some things students must do if they are going to be successful in school. Make a list of learning behaviors." It should include, in one form or another, the following:

- Have materials ready to work.
- Follow directions.
- Start work as soon as assigned.
- Work hard and don't quit.
- Finish assignments on time.
- Turn in assignments.
- Take part in class discussion.
- Be open to suggestions and help.

Add whatever else seems appropriate, especially those routine behaviors a particular teacher expects in class.

Have students select one behavior they particularly want to improve. Have them write it in the center of their paper. Enclose it with a rectangle or some creative shape. Map, web, or diagram the steps they would take to achieve the behavior change. You may want to do the following example with the students first:

Have students spoke-out any intermediate or sub-steps: See example. "List in between your spokes those attitudes which will help you to achieve this new behavior."



SESSION 5: MY RESPONSIBILITIES, MY DISTRACTIONS, MY SOLUTIONS

PURPOSE: To allow students to use problem solving skills in relation to study skills and time management; to practice making a schedule.

MATERIALS: "Responsibilities, Distractions, Solutions" and "Things to Do" handouts for each student. Blank transparency or newsprint to record responses during discussions.

INTRODUCTION: Begin by saying, "I'll bet that all of you, like me, have at least some regular responsibilities at home every day. And like me, I'll bet some of you have the very best intentions to get everything accomplished, but somehow, interruptions and distractions prevent me from finishing everything. Today we'll take a look at how all of us can get more accomplished."

ACTIVITY: Pass out activity sheets.

(a) Invite each student to draw or write down all of his/her responsibilities after school. Encourage them to be specific. If they have 2 pages of math and one assignment of social studies to do on a typical night, they should write that down. Students should include chores assigned to them by their parents and any jobs they have such as babysitting or lawn care.

(b) In the next category let them draw or write down all their distractions. They should be specific about which TV shows they watch, what types of games they play for recreation, and even what kinds of noises with which they must contend.

(c) In the next step, students should brainstorm solutions to the problems which keep them from meeting their responsibilities. **NOTE:** It should be emphasized that it is NOT a viable alternative to neglect chores or homework. That is a given!

EXTENSION: (a) Invite students to share. Using a transparency or the blackboard or newsprint, record as many student responses as possible.

SESSION 6: FOLLOWING DIRECTIONS

PURPOSE: To help students better understand written and oral directions.

INTRODUCTION: Begin by saying, "Every day of our lives we follow directions. In order to cope in society all of us are expected to learn this skill. What are some examples of directions we must follow in every day life?" (Examples could be road signs, recipes, how-to-books, game rules, etc.)

ACTIVITY: Distribute handout, "Directions Test." "For the next ten minutes we're going to practice following directions. Read each statement and do exactly what it says." (To add a competitive edge, you may want to offer students a special surprise for finishing first.)

When the activity is completed, the advisor should go over statements by having student volunteers answer each one on the board. After each answer on the board, advisor should elicit responses from the group as to why someone could have missed that particular item.

CLOSURE: "What are some of the common problems we all have in not following directions? (Examples: Read too fast, don't understand, only read part of the directions, substitute our own words, etc.)

SESSION 7: LET'S GET ORGANIZED

PURPOSE: To help students realize the importance of organizational skills.

MATERIALS: Chalkboard or overhead.

ACTIVITY: Part A

Using the chalkboard or overhead, present the list of words (see Step 1: Random list. Tell the students they have thirty seconds to memorize the list of words. At the end of that time, cover the list and ask students to write down as many words as they can remember. After three minutes, check orally to see how many words they were able to recall.

Have the students put pencils down and turn paper over. Now, present the same list of words (See Step 2: List by Categories) written in categories. Give the group 30 seconds to try again.

STEP 1: RANDOM LIST (List words in a single column on the chalkboard)

arm
yellow
shoe
blue
neck
orange
blouse
elbow
red
leg
shirt
coat

STEP 2: LIST BY CATEGORIES

CLOTHING

blouse
shirt
shoe
coat

COLORS

blue
green
red
orange

BODY PARTS

arm
leg
neck
elbow

See how many words they were able to recall this time. Hopefully, they will get more. "Why were you able to get more words the second time around?" Response should involve the discussion of categorizing as a means of organizing.

ACTIVITY: Part B

"Now, take out one of your notebooks. Could someone else find something easily in it? Can you? How do you know what subject it is for? Do you have separate sections for classwork and homework?"

"Let's think together as a group about the qualities that make up an organized, useful notebook." Advisors all elicit responses from the group and list them on the board. (For example: title, name, separate sections for materials, assignments dated, neat and orderly, etc.) Have students copy this list from the board for their own use.

CLOSURE: Have student think about the following: "Do you know a successful student who is organized? Do you waste valuable time because you are not organized? Think about it"

ASSIGNMENT: "Using the list of suggestions for organizing a notebook, take time to follow these suggestions. You'll save time in the end."

SESSION 8: AGREE/DISAGREE

PURPOSE: To provide a vehicle for students to consider ways to prevent academic problems.

MATERIALS: None.

ACTIVITY: Students and advisor may profit by sharing thoughts and experiences on academic problems, study habits, attendance, time management, and class behavior. Below is a set of sample statements which may provide interest and lead to a discussion.

Have all students stand up. Designate one side of the room "Agree." Designate the other side "Disagree." The teacher should read each statement. Students respond to the statements by moving to the side of the room which corresponds to their response.

After each statement the teacher could extend the activity by asking, "Who would be willing to expand on that?" or "Will someone explain your response?"

STATEMENTS

1. Academic problems usually occur to students who aren't interested in school and who put more time and energy into complaining about a class than they do studying.
2. Academic problems seldom occur for students who are "B" or "A" students.
3. Students should spend about one or two hours a night doing homework.
4. When you study, your environment should be quiet and peaceful.
5. To do well in school, it is important to attend school regularly.
6. Usually, a student can miss one day a week if they work very hard on the days they are there.
7. In most classes it is not easy to know exactly how the teacher wants you to behave.

SESSION 9: ANXIETY: THE BUTTERFLY SYNDROME

PURPOSE: To help students deal with test-taking anxieties and to identify positive strategies for preparing for tests.

MATERIALS: Chalkboard, poster or bulletin board material. **SET-UP:** Have students arrange their desks in a circle in order to promote discussion.

INTRODUCTION: Begin by saying, "One of the experiences we have throughout life is that of taking tests. Tests help determine grades, promotions, and job choices. Since they are a fact of life, we need to know how to get through them with the greatest amount of success."

ACTIVITY: Write the word TESTING on the chalkboard. Ask students to contribute words that come to mind when they think of testing. List them on the board. (Examples: tired, scared, teacher, fail, cheat, grade, nervous, good grades, pass, fun, study) Looking over the list with the group, circle the words that express feelings.

Draw the following continuum on the board:

Harried Harry - - - - - Cool Carla

Ask students to place themselves on the continuum, considering Harried Harry as breaking out in a cold sweat, trembling, visibly suffering when confronted with a test to Cool Carla, who is confident that she will do well and who enjoys tests as an opportunity to show her high level of achievement.

DISCUSSION: Ask volunteer students to share their placement on the continuum and why they placed themselves there

SUMMARIZE ACTIVITY WITH: "Test taking need not be an unpleasant experience. You can learn ways to be more successful and improve your feelings about taking tests."

ACTIVITY: Read the following hypothetical situation to the group.

"In social studies class, the teacher announces an upcoming test. Immediately Fred starts worrying. The day of the test, Fred wakes up and has a stomach ache. He goes to school anyway. When the teacher starts passing out the test, Fred starts to sweat. He suddenly forgets everything he knew. His mind goes blank as he looks at the test. His stomach is nervous and he gets 'butterflies' as he works through the test."

Now the advisor asks general questions to the group and gives each student a chance to answer.

SAMPLE QUESTIONS:

1. What advice would you give Fred to help improve his test taking ability?
2. Why do you think Fred had a stomach ache on the morning of the test?
3. How do you study for tests? Let each student share his own method of studying for tests, and write these on the board or on butcher paper.
4. Finally, make a poster or bulletin board on "How to Be Successful in Taking Tests." Use the consensus of information from the class.

FOLLOW-UP: Variation: Have the students make up a test on "How to Take Tests." Then redistribute these tests and let the students take each other's test. You may also want to make a booklet of these sample tests.

SOURCE:

Impact Curriculum
Orange Co. Public Schools
P.O. Box 271
Orlando, FL 32802-0271

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SOURCES OF MOTIVATION

DIRECTIONS: Have you ever thought about why you get "fired up" to study certain things at certain times but for other things at other times you're not at all interested? Look at the list below. Can you identify with any of these? Or are there other things which motivate you?

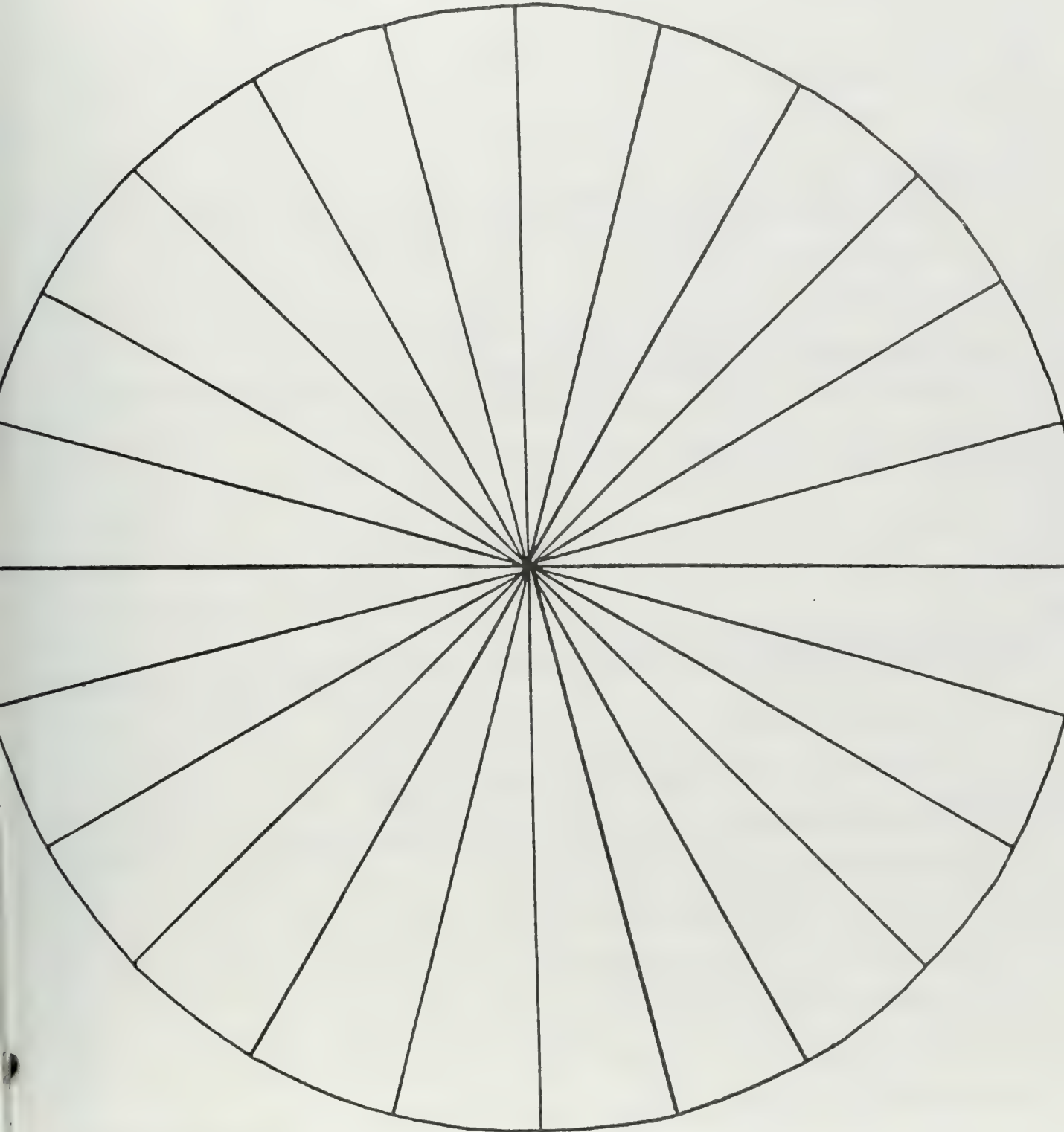
After you have discussed these as a group, go back and put them in their order of importance to you, with 1 being the most important. Cross through any items which don't apply to you.

Rank Order	Internal or External
_____	_____ 1. Getting good grades.
_____	_____ 2. Parents caring about me.
_____	_____ 3. Knowing how to do the work.
_____	_____ 4. Teacher explaining the subject well.
_____	_____ 5. My own satisfaction from doing well.
_____	_____ 6. Getting a good job in the future.
_____	_____ 7. Teacher paying attention to me.
_____	_____ 8. My wanting to learn and understand.
_____	_____ 9. Getting on honor roll.
_____	_____ 10. Teacher never giving up on me.
_____	_____ 11. Not wanting to disappoint my parents.
_____	_____ 12. Not wanting to disappoint my teacher.
_____	_____ 13. Having a bright, happy teacher, who is interested in me.
_____	_____ 14. Having a teacher who cares.
_____	_____ 15. Having success now when I never understood before.

PIE OF LIFE Activity

NAME _____

HOW I SPEND MY DAY



HOW AM I DOING

(Study Habits Questionnaire)

The purpose of this questionnaire is to help you look at yourself and see how you're doing as a student. You will discover your areas of strength and weakness.

A. Read each statement. If the statement is true about you mark YES; if it is not true about you mark NO; place a X on the appropriate line.

	YES	NO
1. I don't have much luck following a definite study schedule.	_____	_____
2. I focus entirely on my work when I study.	_____	_____
3. I get sleepy when I study.	_____	_____
4. I enjoy learning.	_____	_____
5. I waste time because I am not organized.	_____	_____
6. I give up if an assignment is too difficult.	_____	_____
7. I don't usually take notes in class.	_____	_____
8. I set aside a regular time for studying every day.	_____	_____
9. Before I answer an essay question, I organize what I am going to write.	_____	_____
10. Before reading a chapter in my textbook, I read all the headings, the summary, and the questions at the end of the chapter.	_____	_____

B. Directions: Place a check on the line which gives your best answer.

	Always	Usually	Sometimes	Never
1. There is a special quiet place at home where I study.	_____	_____	_____	_____
2. My papers are clean and neat.	_____	_____	_____	_____
3. I have my schoolwork or folder.	_____	_____	_____	_____
4. I ask questions when I don't understand something in class.	_____	_____	_____	_____
5. I finish my assignments	_____	_____	_____	_____
6. I listen carefully to oral directions the teacher gives.	_____	_____	_____	_____
7. I always read the directions before starting my assignment.	_____	_____	_____	_____
8. When I study with my friends, I work first and then play.	_____	_____	_____	_____
9. I have a special place homework assignments.	_____	_____	_____	_____
10. I come to class every day prepared with required materials.	_____	_____	_____	_____

My Responsibilities

My Distractions

My Solutions

Things To Do:

Date _____

✓ Completed

1. _____ ☐

2. _____ ☐

3. _____ ☐

4. _____ ☐

5. _____ ☐

6. _____ ☐

7. _____ ☐

8. _____ ☐

9. _____ ☐

10. _____ ☐

11. _____ ☐

12. _____ ☐

DIRECTIONS TEST

1. Read everything before doing anything and then WORK AS QUICKLY AS POSSIBLE.
2. Put your name in the upper right hand corner of the paper.
3. Circle the word name in sentence two.
4. Draw (5) small squares in the upper left hand corner of the paper.
5. Put an X in each square.
6. Print your initials under the title of the test.
7. Write your name on a piece of paper and pass it to the instructor.
8. Stand up and call out loud GO, GO, GO.
9. Put a circle around sentence number 7.
10. Put an X in the lower left hand corner of this paper.
11. Draw a triangle around the X you just put down.
12. One the top margin of this paper, multiply 703 by 666.
13. Stand up and call out the answer to the question in number 12.
14. Draw a rectangle around the word paper in sentence number four.
15. If you think you have followed instructions carefully up to now, call out "I have."
16. On the reverse side of this paper add: 8950 and 0850.
17. Put a circle around your answer and then put a square around the circle.
18. Draw a simple sketch of an airplane on the reverse side of this paper.
19. Draw three circles on the left side of this paper where three holes should go for a three ring binder.
20. If you are the first person to get this far, call out, "I am the first person to advance to this point and I am the present leader in this test."
21. Underline all numbers written as figures, not words, in this test.
22. Put a square around every number which is written out in this test.
23. Stand up and say out loud, "I am nearly finished following instructions."
24. Now that you have finished reading carefully, do only sentences 1, 2, and 7. Please sit back quietly and say nothing to anyone else.

CAREERS AND YOU

UNIT

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To help students understand how their interests and abilities relate to a career choice.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: 3 class periods

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Videos - "Self-Image and Your Career" (Available from: Pleasantville Media, P.O. Box 415, Pleasantville, NY 10570) and "The Career Game" (Available from: Rick Trow Publications, P.O. Box 291, New Hope, PA 18938).

SUMMARY:

This career unit is covered in three classroom sessions. The students are given a variety of assessment tools to encourage their involvement in the career planning process.

SESSION 1:

Introduce and show students the video "Self-Image and Your Career." Discuss. Handout copies of: "Self Management Skills," "Understanding Your Values" and "What is Your Personality Style?" (see attachments).

SESSION 2:

Introduce students to the "Career Game." Explain the importance of each assessment category and how it fits into the career planning process. Have students complete the self-directed search during the class period.

The "Career Game" is a self-assessment inventory which covers: individual values, interests, abilities, achievements, and job tasks. It is a quick and preliminary assessment tool that can be very helpful to the middle school student. It is a self-directed search that compiles student data into 6 broad interest areas.

SESSION 3:

Using the handout "Self Assessment Summary", ask students to analyze and compile their data. Divide the class into small groups. Within each small group ask students to explain and share their self-assessment summary. The group is directed to provide additional input and suggestions for each individual member.

SOURCE:

Adele W. Seitz
School Counselor
Chief Joseph Middle School
309 No. 11th Ave.
Bozeman, MT 59715

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SELF-MANAGEMENT SKILLS

Here's a list of some of the self-management skills that will help you to keep a job and to succeed in the world of work. Where do you stack up? Rate yourself as "good," "so-so," or "needs work."

ON-THE-JOB SELF-MANAGEMENT SKILLS

_____ Punctuality	_____ Responsible
_____ Cheerfulness	_____ Willingness to learn
_____ Honesty	_____ Orderliness
_____ Politeness	_____ Managing temper and impulses
_____ Concern for others	_____ Enthusiasm
_____ Ability to relate to others	_____ Determination

UNDERSTANDING YOUR VALUES

Evaluate your value system by rating the following job characteristics on a scale of 1 to 5. 1 being most important and 5 being least important.

- _____ money
- _____ prestige
- _____ long vacations
- _____ action
- _____ relating to other people
- _____ time with family/friends
- _____ independence
- _____ working with your hands
- _____ setting your own goals
- _____ self-respect
- _____ short work day
- _____ peace
- _____ being busy
- _____ time alone
- _____ being outdoors
- _____ being creative
- _____ security
- _____ facing challenges

WHAT IS YOUR PERSONALITY STYLE?

When I relate to the world, I am:

EXTROVERT

- ☐ focused on people and things
- ☐ active
- ☐ oriented to the outer world
- ☐ using trial and error confidently
- ☐ seeking stimulation from environment

INTROVERT

- ☐ focused on ideas, concepts impressions
- ☐ reflective
- ☐ oriented to the inner world
- ☐ considering seriously before acting
- ☐ seeking stimulation from within myself

I perceive the people and the world around me by:

PRACTICAL

- ☐ using my five senses
- ☐ attending to factual practical details
- ☐ relating to physical reality
- ☐ living in the present moment
- ☐ paying attention to what is said or done
- ☐ noticing little everyday things
- ☐ attending to step-by-step experiences

INTUITIVE

- ☐ using memory and associations
- ☐ seeing patterns and meanings
- ☐ imagining possibilities for the future
- ☐ looking for the "big picture"
- ☐ having hunches

When I reason and employ problem-solving techniques, I:

THINKING

- ☐ analyze logically
- ☐ use objective, impersonal criteria
- ☐ draw cause-and-effect relationships
- ☐ am firm-minded
- ☐ am skeptical
- ☐ value logic

FEELING

- ☐ apply personal priorities
- ☐ weigh human values and motives (my own and others)
- ☐ am appreciative
- ☐ value warmth
- ☐ prize harmony
- ☐ am trusting

When I approach a task, I:

STRUCTURED

- ☐ like to begin at the beginning
- ☐ like to get started immediately
- ☐ think before I act
- ☐ work out a plan of action & follow it
- ☐ work steadily until I finish the job
- ☐ value neatness and organization

UNSTRUCTURED

- ☐ like to plunge in at the most interesting part
- ☐ may put it off until I feel like doing it
- ☐ try things out to see how they work
- ☐ follow my intuition
- ☐ stop and start as ideas come to me
- ☐ value inspiration

MY STYLE IS ...

- | | |
|--|---------------------------------------|
| 1. <input type="checkbox"/> Extrovert | <input type="checkbox"/> Introvert |
| 2. <input type="checkbox"/> Practical | <input type="checkbox"/> Intuitive |
| 3. <input type="checkbox"/> Thinking | <input type="checkbox"/> Feeling |
| 4. <input type="checkbox"/> Structured | <input type="checkbox"/> Unstructured |

SELF-ASSESSMENT SUMMARY

1. MY PERSONALITY STYLE IS:

_____ Extrovert

_____ Introvert

_____ Practical

_____ Intuitive

_____ Thinking

_____ Feeling

_____ Structured

_____ Unstructured

2. ABILITIES:

My natural abilities (the ones I was born with) are:

My learned abilities (self-management skills) are:

3. MY VALUES ARE:

4. SOME POSSIBLE FUTURE CAREERS FOR ME ARE:

CAREER WEEK

UNIT

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To help students find occupational information that relates to their career interests.

GRADE LEVEL: 8

GROUP SIZE: Class

TIME: 5 sessions

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Student handouts, COPS Briefs, COPS Intermediate Level Self Scored Interest Inventory and a collection of occupational information. (Suggested: Occupational Outlook Handbook, occupational encyclopedias, college catalogs, vo-tech catalogs, college and vocational directories, such as Chronicles or Blue Book, and military information.)

SUMMARY:

This career unit is organized and presented by the school counselor in the eighth grade classes. The unit is rotated through various 8th grade classes from year to year. The classroom teacher remains in the room to assist with activities and classroom management.

SESSION 1:

STEP 1: Discussion of how it feels to have to do something that you really don't want to do.

STEP 2: Each student is assigned a career card containing the title of a specific job, job description, other information (COPS Career Brief). Use a wide variety of occupations. Students are told that this is the occupation that life has assigned them. They are required to work at this occupation. They read about it and respond to a worksheet (see Assigned Careers handout) asking them to state specifically what they like and dislike about their occupation, and how they feel about having an occupation that they didn't choose.

STEP 3: Each student tells the class their occupation, something about it and what they like or don't like, depending on the amount of time available. Facilitator identifies any work values that might emerge for individuals in the discussion.

STEP 4: Students are informed that for 5 minutes they may trade jobs with anyone in the group as long as the trade is mutually agreed upon. Students are then asked what they gained and what they gave up in their trades. They are also asked to explain how they would have to go about making the occupation change from what they had, to what they traded for, such as why one would have to do to go from Marine Biologist to Corporation Lawyer.

STEP 5: Students are asked to write down their occupation and to consider how they might get from their assigned occupation to their dream occupation. The point is made that if they do not begin now to identify interesting occupations and make choices that move them in that direction then options may be closed to them.

NOTE: This group activity was taken from the *Journal for Specialists in Group Work*, November, 1980, "Assigning Careers: A group Technique for initiating a Career Development Program" by Robert W. Day and Robert E. Griffin.

SESSION 2:

The COPS Intermediate Interest Inventory is administered and self scored. Students use the high scoring interest areas to explore possible occupations using the COPS Career Briefs. The point is NOT to narrow choices, but to expand their "menu" of possibilities.

SESSION 3:

Six stations are set up with four seats at each station. The teacher briefly explains the information available at each station. Students are to write down three pieces of information about one of the high interest occupations from the COPS at some point in the exercise. (See Career Scavenger Hunt handout) Using a timer with a loud beep, students are given five minutes at each station moving clockwise around the room from station to station. This exercise is quite hectic for the teacher and counselor. It may be helpful to have parent aides or student aides to assist students with the questions that arise. Students are reassured that they will have time the next day to return to these resources.

- Station 1: College catalogs
- Station 2: Vo-tech catalogs and brochures
- Station 3: College directories, training directories, Blue Books, etc.
- Station 4: Military information, Occupational Outlook Handbooks, career encyclopedias, etc.
- Stations 5 & 6: Divide the COPS Career Briefs, half at station 5, half at 6.

SESSION 4:

Begin by having students identify everything they can think of that would help them choose a career. As students name things write them on the board in two columns separating their responses into two categories.

- Category One --Information about themselves; such as personal interests, abilities, and values
- Category Two --Information about the world of work; education needed, salary, job description

Do NOT label the lists. Students look at the two lists and try to identify the two kinds of information they need to gather; label the lists SELF and WORLD OF WORK, noting that the activities from the two previous days demonstrated these.

Students have about half the period to go back and complete their search of career information or to review their COPS etc. About halfway through the period give an overview of high school requirements, credits, and the registration process.

SESSION 5:

Complete high school registration process and send registration information home to be discussed with parents. The COPS can be sent home at this time. Some schools send the COPS to send to the student's high school to be used by the high school counselor and student in developing a four year plan.

SOURCE:

Peggy Mallette
School Counselor
Hellgate Elementary School
2385 Flynn Lane
Missoula, MT 59802

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

ASSIGNED CAREER HANDOUT

NAME _____ CLASS PERIOD _____

What is your assigned occupation? _____

Read the card and imagine what your life is like in this occupation.

1. What do you like about this occupation? (Please be specific)
2. What do you dislike about this occupation?
3. How do you feel about having an occupation that you didn't choose?
4. Did you trade your occupation for another? _____ What is your occupation now?
5. What did you gain by trading?
6. What did you give up by trading?
7. DREAM OCCUPATION: Imagine yourself in a dream occupation. What occupation(s) do you imagine?
8. What do you like about this occupation?
9. What do you dislike about this occupation?
10. How do you feel about having an occupation that you chose?

AFTER HIGH SCHOOL WHAT????

UNIT

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To encourage students to begin their career planning process by providing information on options available to them after high school.

LEVEL: Grade 8

GROUP SIZE: 25

TIME: 4 class periods

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *The Good Life: Think College* video and *A Guide For 8th Graders* (Sources listed below).

SUMMARY:

These activities would be best used as part of a Career Unit. They could also follow a Career Day Program or precede 8th grade pre-registration for high school.

Day One: Introduce the weeks events, including the purpose and importance of making post-secondary plans. Introduce panel of military representatives. Each representative has been given instructions to give a brief overview of options and training available through their branch of the service. Time is left at the end of the hour for discussion/questions.

Day Two: A representative from a vocational school is invited to give an overview of vocational school options. If a representative is not available, films can be obtained.

Day Three: Show the video *The Good Life: Think College* and review the brochure *A College Guide for 8th Graders* with the class. This activity can be an excellent introduction to a discussion of college preparatory and/or graduation requirements before high school.

Day Four: A panel of recent district graduates, who are attending college, vocational schools or the military could provide an overview to the unit. This might be planned around a college/vo-tech break.

RESOURCES:

The Good Life: Think College video (12 minutes) is available through the American Association of State Colleges and universities, One Dropout Circle, Suite 700, Washington, D.C. 10036 for \$75.

A College Guide for 8th Graders is published through the Admissions Office, Eastern Montana College, 1500 No. 30th, Billings, MT. 59101, (406-657-2158). Contact Karen Everett or Cynthia McCarvel for additional information. EMC Admission Office provides the video and a presentation to area schools.

SOURCE:

Eastern Montana College
Admissions Office
1500 No. 30th
Billings, MT 59101

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

CAREER AND HIGH SCHOOL PREPARATION

CLASS

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To increase awareness of life options.

GRADE LEVEL: 8

GROUP SIZE: Class

TIME: 3 days/week all year

SPACE REQUIRED: Classroom

MATERIALS NEEDED: CDS (Career Discovery System), Career Research Cards, MSU Career Program, SOCC videos, guest speakers, career lab at Missoula County High School, GIS Computer program, ITBS, and Big Sky Career Guide.

SUMMARY:

The "Career and High School Preparation" course is offered to all 8th grade students at Seeley Lake School. The following is a brief outline of the course content. For additional information contact Lisa Pena at Seeley Lake.

Components of career discovery are discussed and worked upon, including: interests, values, aptitude (transferable skills), communication, decision making, goal setting and group processes.

- Students build a 'portfolio' throughout the year which includes: letters of recommendation, resume, goals, work samples, computer research, CDS, etc.
- Twenty guest speakers are invited to join us and share their experiences
- Students visit area career centers, vo-techs and campuses
- Students participate in projects which include cross age tutoring and visual displays
- Computer programs on decision making, GIS, and career inventories are used by all students

SOURCE:

Lisa Pena
School Counselor
Seeley lake School
P.O. Box 840
Seeley Lake, MT 59868

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

APPRECIATING OUR SPECIALNESS

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students appreciate their own "specialness" and the "specialness" of others.

GRADE LEVEL: 6-8

GROUP SIZE: 6-8 students

TIME: 50 minutes per activity

SPACE REQUIRED: Classroom or group area

MATERIALS NEEDED: See each activity.

SUMMARY:

The following activities are a collection of ideas that could be used to supplement a support group for self-esteem or interpersonal skills.

ACTIVITY 1: I AM SPECIAL

MATERIALS NEEDED: Paper plates, markers, yarn, and pencils.

INTRODUCTION: Everyone in this room is a very special person. It is usually easier to find special qualities in others than it is to find them in ourselves. We all look different from one another, like different things and have unique talents, hopes, goals, and defenses. All of us have diverse activities which make us happy - some enjoy football, others drawing, others camping in the woods, and still others just enjoy talking quietly with a good friend. We all have experiences which provide us with a natural high, and these experiences can provide us with far greater happiness than any kind of drug "high" ever can. Today in group, we want to accomplish the following things:

1. Help group members find out what we think is special about them.
2. Discover what special qualities we have.
3. Discuss what thing really makes us happy and why.
4. Understand that we are all different from one another, and that is what makes us special.

DIRECTIONS: Give each student a paper plate and ask them to write "I am special" on it. Then give each student a piece of yarn long enough---to attach through two holes in the plate, and to put on over their heads. The students then hang the plates on their backs. Group members take turns writing something special on each others paper plates. No one can read his/her own plate until everyone has written on it. Gather the group together and see what their reactions are to the special qualities others found in them. Were they surprised? Did they agree?

ACTIVITY 2: WISH WAD-UPS

MATERIALS NEEDED: Paper and Pencils.

DIRECTIONS: Think of a wish you want to give to someone, or a positive message. "Something you'd like to hear." Write it on a sheet of paper. Crinkle it up into a ball and throw it into the center of a circle. Everyone grabs one. Take turns reading a few aloud. Throw the paper balls into the center and repeat the procedure. Students can take the messages with them.

ACTIVITY 3: SHARE YOUR SUCCESSES

MATERIALS NEEDED: Enlarge and duplicate copies of star (eight per group members) on various colors of paper, scissors and pencils.

DIRECTIONS: Give each student eight stars. Tell the students that the stars represent their successes, starting with those they experienced when they were very young, and ending with their present successes. After the students have completed their stars:

- 1) Ask them to share their ideas with the group.
- 2) Ask the group to give feedback to individual members.
- 3) Ask the group members to think of two successful experiences they want to achieve in the future. Share with the group.



ACTIVITY 4: I FELT SPECIAL WHEN.....

MATERIALS NEEDED: Duplicated copies of "I Felt Special When..." handout (several copies for each group member) and pencils.

DIRECTIONS: Present the concept: One way of making ourselves feel special is by making others feel special. Explain to the group that they are going to have an opportunity to do that today. Give each student several copies of the "I felt special when...." Ask them to think of what others in the group have done or said, that made them feel special. Each student completes a "I felt special when..." for every member in the group. Share and discuss.



I felt Special when ...

ACTIVITY 5: WHOLE PERSON WHEEL

MATERIALS NEEDED: Duplicated copies of "Whole Person Wheel" for each group member, pencils and crayons.

DIRECTIONS:

1. Make copies of "The Whole Person" wheel. Explain that as human beings we are each special and have special powers or components. Each component is important and we need to develop ourselves in each area.

2. Ask students to follow along on their wheels as you explain the areas:

PHYSICAL - Do I like my body? Do I participate in any exercises or sports?
Do I take care of my body?
Would I like to be taller, thinner, etc.?

MENTAL - Do I feel smart? Can I learn easily? Can I think of new ideas?
Can I be creative? Do I have a good memory?

WILL POWER - How do I make decisions? Can I set goals for myself?
Do I follow through with my plans? What do I want for myself?

EMOTIONAL - Can I show anger? Am I enthusiastic? Am I quiet?
Can I show people what I feel about them?

SOCIAL POWER - Can I make friends? Can I keep friends?

SPIRITUAL POWER - Does my life have a purpose for me?

3. Ask students to fill out their wheels stating what positive qualities they have in each area.

4. Ask students to color in their wheels (starting from the inner circle) to illustrate how complete and fulfilled each area is.

5. Explain that when an area gets empty, our lives are out of balance. We might want to set new goals.

6. Ask students to identify things they need to do to "fill" the empty areas.

7. Encourage students to refer back to this chart periodically and to use the Whole Person Wheel as an on-going tool - a temperature gauge to measure balance in their lives.

SOURCE:

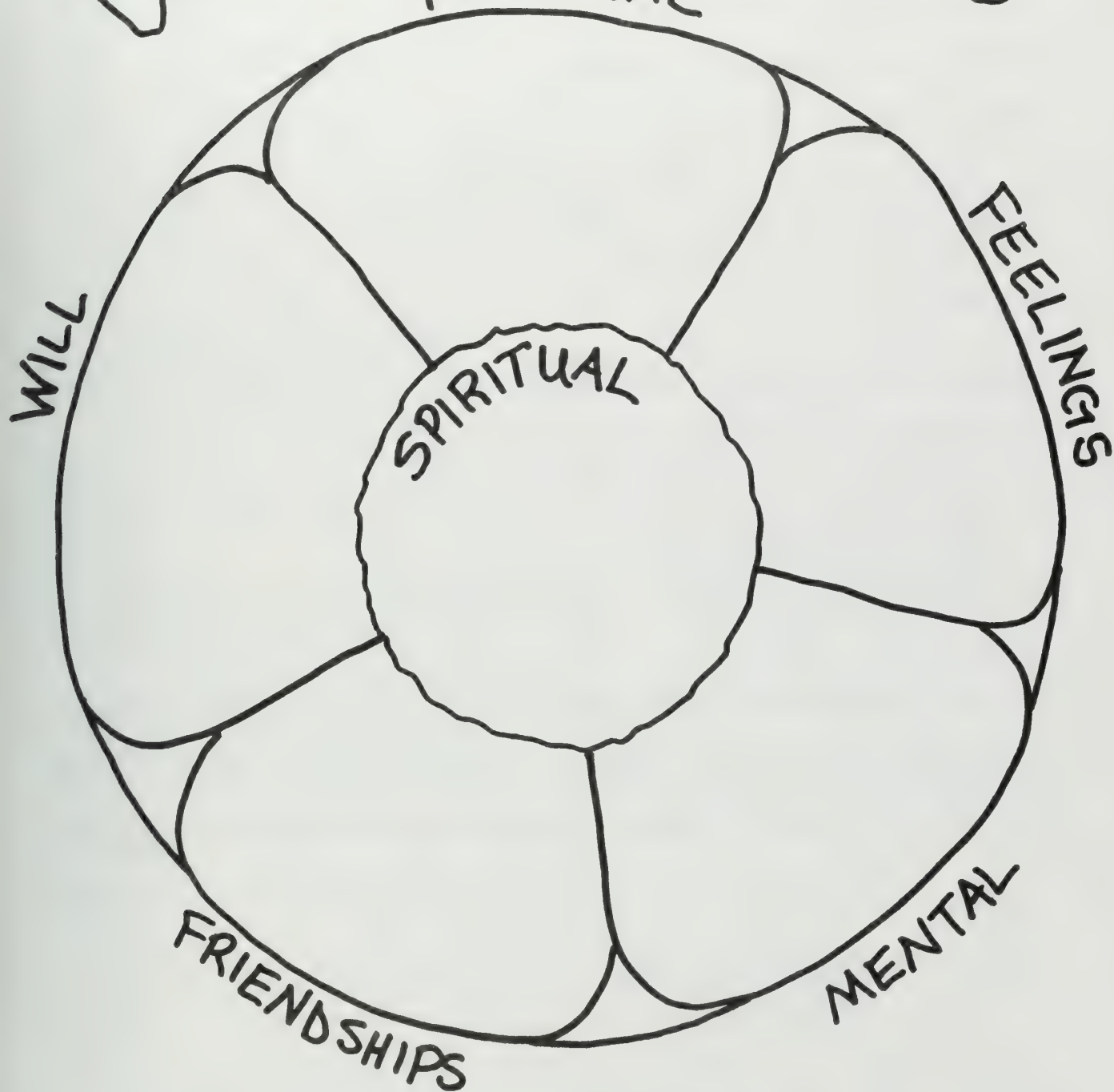
Adapted from:
Children Are People and
Good Apple Activity Books

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

WHOLE PERSON

PHYSICAL



WHEEL

LIKING YOURSELF

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To improve positive thinking and self-esteem in students.

GRADE LEVEL: 6-8

GROUP SIZE: 6-8

TIME: 5 sessions, 50 min. each

SPACE REQUIRED: Group room

MATERIALS NEEDED: Refer to each session.

SUMMARY:

The purpose of this group is to encourage positive thinking and thereby increase self-esteem and self-confidence in students. Concentrating on positive, not negative thoughts about themselves, can help students to be their own best friends.

This group will provide the opportunity for students to:

- Learn to create a habit of thinking positive thoughts about themselves
- Discuss uniqueness
- Identify their unique qualities
- Discuss connectiveness, models and developing a sense of power
- Practice examples of good mental health
- Identify music that encourages self-love
- Make a decision to choose happiness

SESSION 1: SAYING "I LOVE YOU"

Draw a picture of the international sign language symbol for love on the board. Have the students practice making it.

Explain the goal of this session is for students to realize that they are lovable and capable. By the end of this session, they should feel they have value and can love themselves.

ACTIVITY 1: Prepare a handout for each student with the words "I Love You" written in several languages other than English.

German	Ich Liebe Dich
Latin	Ego Amo Ta
French	Jetuemm(je-tim)
Swedish	Jag Alska (Dis yah el scar deg)
Madagascar	TeKu Ih E Now(tea koo e nowl)
Aramaic	Bae Nok (bah yan nok) (Semitic people in Syria)

Have the students practice saying these phrases in the different languages to themselves. Tell them that hearing and saying the words "I love you," helps them to begin thinking positively about themselves and others. Then, have them go around the room and say "I love you" in different languages to the other students.

ACTIVITY 2: Write the words to the song, "I Love Myself" on a large piece of tag board. Introduce it to the students by showing them the tag board and having them read the words.

SONG:

I LOVE MYSELF

I LOVE MYSELF THE WAY I AM
THERE'S NOTHING I NEED TO CHANGE.

I'LL ALWAYS BE THE PERFECT ME,
THERE'S NOTHING TO REARRANGE.

I'M BEAUTIFUL AND CAPABLE,
OF BEING THE BEST ME I CAN

AND I LOVE MYSELF,
JUST THE WAY I AM.

I LOVE MYSELF THE WAY I AM,
AND STILL I WANT TO GROW!

BUT CHANGE OUTSIDE CAN ONLY COME,
WHEN DEEP INSIDE I KNOW....

I'M BEAUTIFUL AND CAPABLE,
OF BEING THE BEST ME I CAN.

AND I LOVE MYSELF,
JUST THE WAY I AM.

After the students have read the words, discuss what it means to love oneself.

ACTIVITY 3:

- What are the ways you can be a good friend to yourself?
- How can you learn to think nice thoughts about yourself?
- How often do you say, "I love you," to yourself when you do something good?
- How often do you feel love towards yourself when you do something good?
- How do you feel when you do something that's not so good?

SESSION 2: UNDERSTANDING AND INCREASING SELF-ESTEEM

Ask the students to tell what self-esteem is and to think of times when they felt really good about themselves. Allow time for discussion.

ACTIVITY 1: Tell the students to do each of the following:

- Close your eyes.
- Picture in your mind what you see, what you hear, and what you feel as I read the following situations. Raise your hand when you have a good picture in your mind, but keep your eyes closed.
- Think of a time when you felt you were important to someone who was important to you.
- Think of a time you felt "special" even if you couldn't put your finger on what made you feel that way.
- Think of a time when you felt you were on top of things, getting done what was needed, and feeling confident that you could handle whatever came your way.
- Think of a time you felt purposeful - that you were working towards goals that were important to you and ~~with~~ expressed your own beliefs and values.
- Think of a time when your parents hugged you and said they were glad you are in their lives.
- Think of a time when you did something special for someone without wanting anything in return.
- Open your eyes.

Explain that feelings are a part of self-esteem. Experiences that give good feelings make us feel worthwhile. Tell students to share an experience (they felt from the preceeding activity) with the person sitting next to them.

ACTIVITY 2: Present the following information about self-esteem and uniqueness to the group. Allow time for discussion.

According to Dr. Clemes, author of the book *How To Raise Children's Self-Esteem*, there are four conditions necessary for self-esteem.

1. CONNECTIVENESS. This occurs when you gain satisfaction from associations that are important to you and to others.
2. UNIQUENESS. This occurs when you can acknowledge and respect the qualities that make you special and different.
3. POWER. This occurs when you have the opportunity to influence your life in important ways.
4. MODELS. These reflect your abilities to clarify your own standards and live up to them. These can be human or philosophical models, mental constructs or images.

SESSION 3: DETERMINING UNIQUENESS

ACTIVITY 1: Help students focus on uniqueness by asking what they think the word "uniqueness" means. After hearing their answers, explain to them that to feel unique they need:

- To respect themselves. To value their performance and learn to trust their perceptions.
- To know that there's something special about them even though there are many ways in which they are like others.
- To feel that they can do things that no one else can, using their own style and approach.
- To be able to express themselves in their own way.
- To use their imagination and be creative.
- To enjoy being different, but not to make others feel uncomfortable.

ACTIVITY 2: Collect enough rocks for each student to have one and put them in a paper bag. Have the students sit in a circle and ask them to do the following:

- Pick one rock from the bag.
- Hold your rock in your hand.
- Really get to know it.
- Use all your senses.
- Put your rock in the center of the circle with those of the other students.
- (The leader should then mix the rocks together.)
- Now find your rock among all the others.
- Tell how you were able to identify your rock.

The students should realize they were able to identify their rocks because each was unique. Each was different in some way from all the others. Ask the group the following questions:

- Can you begin to look more closely at people in order to recognize the uniqueness of individuals?
- How could you be picked out in a group of people?
- Think about something that is unique about you. Share your thoughts with the group.

Session 4: CHOOSING TO LIKE YOURSELF

ACTIVITY 1: Have each person in the group take turns describing him/herself in positive terms for sixty seconds. Explain to the other group members that they should say, STOP, when a negative quality or statement is used by the speaker. The speaker should then replace the statement with a positive one. When everyone has had a turn, discuss the following questions:

- Is it hard to you to talk about yourself this way?
- How many of you were able to talk for the entire time without any negative statements?
- How did you feel about sharing only positive things about yourself?

ACTIVITY 2: Read the THINK HAPPY EXPERIMENT to the group.

THINK HAPPY EXPERIMENT

Perform the following experiment for one week. Before you get up in the morning, lie back and let your body relax. Make a mental list of happy thoughts. Let these thoughts pass through your mind. Say to yourself three times, "This is going to a good day for me. I believe I can handle all problems. I feel good all over. It is wonderful to be alive."

Repeat this saying many times during the day. At the end of the day, think about the good points of the day. At the end of seven days, evaluate the week to see if your choice to be happy actually made you feel and be happier.

Ask the students to do the experiment for one week and keep a journal of their feelings each day. Remind the students to bring their journals to the next session.

SESSION 5: CONCLUSION

Collect the journals which were written during the previous week and read them after the session is over. Tell the student you will return them to each of them individually. By doing this the leader will have the opportunity to see how each student is doing and feeling. It will also give the students an opportunity to talk privately with the counselor if desired.

ACTIVITY 1: Explain to the group that telling themselves they are lovable and valuable is important in order for them to be able to feel that way. This is called **AFFIRMING OURSELVES**. They should practice saying, "I am loveable and valuable," every time they walk through a door, turn in an assignment, or answer the telephone. Ask the students if they can name other times that they could remind themselves of this message. Suggest that they practice this regularly to help them feel loveable and valuable.

ACTIVITY 2: Ask the students to name songs that make them feel good about themselves and others. Tell them to listen to or sing the song at least once a day.

Conclude the session by explaining that the purpose of the group was to help them get in touch with their good qualities and uniqueness. They should realize that they are growing and learning beings who may make errors from time to time, but that they are loveable and valuable at all times. Encourage them to continue practicing and use as many of the activities as they can. By doing this they will help to increase their self-esteem (those good feelings they have about themselves). Thank them for being who they are!

RESOURCES USED:

Good Apple Activity Books: *Feelings* and *Appreciating*
How to Raise Children's Self-Esteem by Dr. Clemes
Liking Myself, Teacher's Guide by Pat Palmer, Ed.D.

SOURCE:

PIC Newsletter (Jan/Feb 1987)
 MarCo Products, Inc.
 P.O.Box 1052
 Doylestown, PA. 18901

DELIVERY METHOD:

Guidance Curriculum
 Individual Planning
 • Responsive Services
 System Support

The LIKING YOURSELF Group was submitted by Andrea Page, a middle school counselor in the New York Public School System.

TIME MANAGEMENT

GROUP

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To teach identified students time management skills.

GRADE LEVEL: 4-8

GROUP SIZE: 6-8 students

TIME: 4 sessions, 45 min. each

SPACE REQUIRED: Classroom or office

MATERIALS NEEDED: Refer to each session.

SUMMARY:

The following small group format for TIME MANAGEMENT was developed for the intermediate grades. However, with some adaptations, the group format could be used with middle school students. Year after year, students may receive unsatisfactory grade marks due to poor time management skills. Counselors can address this problem by offering short, small group sessions on time management for identified students.

SESSION 1: TIME WASTERS

MATERIALS NEEDED: Art paper, markers or crayons.

ACTIVITY:

1. Ask the students the following questions:

What is time?

Why is time important?

2. Pass out a piece of paper and markers or crayons to each student. Ask them to think of "Time Wasters" and to draw a picture of what they feel is the greatest student time-waster. Give the group an appropriate time to finish their pictures and then discuss the drawings. Hang the drawings somewhere in the room where they are visible to the group. Ask the following questions:

Why do students have "Time-Waster" problems?

3. Discuss what causes students to waste time and ask the group members to individually determine what they believe is their greatest "time-waster".

SESSION 2: DETERMINING PRIORITIES

MATERIALS NEEDED: Three-column charts for students.

ACTIVITY:

1. Prepare a three-column chart for each group member. Title the column, "WHAT I WANT TO DO," "WHEN I WANT TO DO IT," and "WHAT I WILL GAIN".

2. Have the students think about what they want to do each day (eat, play with friends, watch TV, do homework, etc.). Ask the students to select one that is really important to them and write it in the first column "WHAT I WANT TO DO".

3. Ask the students to complete the second column 'WHEN I WANT TO DO IT'.
4. Ask the students to think about how their choice will be of benefit to them and write their answer in the third column. "WHAT I WILL GAIN".
5. Direct the students to think of nine more things they want to do each day and complete the chart in the same manner.

When the charts are complete discuss each with the entire group. Collect the charts for the next session.

SESSION 3: SCHEDULING TIME

MATERIALS NEEDED: Activity charts from Session 2, blank paper and pencils.

ACTIVITY:

1. Give each student their activity chart, blank paper and a pencil. Explain that today they're going to learn how to fit everything they want to do into the time they have available.
2. Ask the students to look at their charts and decide how much time they need to do each item.
3. Ask them to make a schedule for the day and fit each activity into the schedule. Most things listed will take place before or after school, so it may be necessary to tell the students to only schedule those parts of the day.
4. When the schedules are complete ask the students to answer the following questions:

Did everything fit into the schedule easily?
Is there enough time for everything?
5. Collect the schedules and the charts for the next session.

SESSION 4: MAKING CHOICES

MATERIALS NEEDED: Pencils.

ACTIVITY:

1. Prior to the session, the leader should carefully look over the charts and schedules and note any problems. Begin the session by asking the question:

What would happen if there was not enough time set aside to complete something you wanted to do?

2. Tell the students that it is important to prioritize their needs so that the most important needs get completed. Using the charts, select examples of problem schedules and have the group reorganize the schedule so that it is workable. The student who originally wrote the schedule must prioritize his/her most important to least important item. As a group activity use this information to re-adjust the student's schedule.
3. Conclude the group by discussing the benefits of prioritizing activities, setting realistic schedules, and developing time management skills.

SOURCE:

PIC Newsletter (Nov/Dec 1988)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA. 18901

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

HANG IN THERE!

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students in dysfunctional family situations develop positive coping skills.

GRADE LEVEL: 4-9

GROUP SIZE: 4-8 students

TIME: 9 sessions, each approx. 40 min.

SPACE REQUIRED: Group room or classroom

MATERIALS NEEDED: *Hang In There! :An Emotional Survival Guide for Kids* by Judy Garson (Available from: Mar*Co Products, Inc., P.O. Box 1052, Doylestown, PA. 18901).

SUMMARY:

This published material outlines group or individual lessons for students who live with abuse, divorce, alcohol and drug addiction. It teaches students positive coping skills as a means to deal with a dysfunctional family situation that they cannot change. The sessions cover family denial and secrets, broken promises, happiness, anger, expectations, family roles and taking care of our personal needs. The sessions are well organized with introductory information and student activities. The materials could be used to develop or supplement a group for children of dysfunctional families.

An example of a session activity is included. The HANG IN THERE! activity is reprinted with permission from MarCo Products, Inc.

SOURCE:

MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

ANGER

Anger is like a boiling pot of water. All you see is the steam, but other feelings are hidden below. Think of three things that make you feel angry. Now find the hidden feelings and describe them.

ANGER: I get angry when _____

PAIN: This hurts my feelings because _____

FEAR: Sometimes I'm afraid that _____

ANGER: I get angry when _____

PAIN: This hurts my feelings because _____

FEAR: Sometimes I'm afraid that _____

ANGER: I get angry when _____

PAIN: This hurts my feelings because _____

FEAR: Sometimes I'm afraid that _____

CHANGING FAMILY GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students cope in a divorce situation.

GRADE LEVEL: 8-9

GROUP SIZE: 6-10 students

TIME: 8-10 sessions, one hr. per wk.

SPACE REQUIRED: Small room

MATERIALS NEEDED: Refer to each session.

SUMMARY:

The Changing Family Groups are generally single sex and of the same grade. At this age level, we have found single sex groups better able to express their feelings than in a mixed group. Grade levels can be mixed if maturity level is compatible.

The group materials are tailored to the composition and needs of the members. If members do not have stepparents, the amount of time spent on that issue is reduced.

The major concept to be taught is: The divorce was not your fault and you do not have to take sides. Group activities are selected around the following session outline. The group format was adapted from: The Changing Family - Series by

Paul J. Ciborowski
Stratmar Educational Systems, Inc.
109 Willette Ave.
Port Chester, NY 10573

SESSION 1:

1. Discuss purpose of group.
2. Establish group rules:
 - a. Listen to each other
 - b. Confidentiality.
 - c. Can choose to pass
 - d. Be positive - no put downs
3. Discuss:
 - a. Who lives at your house?
 - b. Where is the other parent, do you see them?
 - c. What would you like to get from this group?
4. Identify two feelings.
5. Give out schedule of sessions.

SESSION 2:

1. Review rules of group.
2. Show video - Tender Places and discuss.
(Tender Places is available from Westinghouse Broadcasting.)

SESSION 3:

1. Follow-up on film.
2. Read a passage describing feelings regarding divorce.
3. Select a feeling card 3 x 5 that best describes how you felt when parents divorced and elaborate.

SESSION 4:

1. See if there is any unfinished business re: feelings about parents divorce.
2. Define family; use own as an example.
3. List who is in your family.
 - a. Who are you closest to?
 - b. Who would you like to be closer to?
4. Plan strategies for making contact with this person---set timeline.

SESSION 5:

- ### 1. Rank order values towards marriage.

WHY GET MARRIED?

Here are some reasons given by young people today for getting married. Look these statements over and then rank them 1 to 5. (#1 is your first choice)

- _____ 1. I would want someone to keep me company.
 - _____ 2. I want a permanent love partner.
 - _____ 3. I would want someone to share things and have fun together.
 - _____ 4. I want to have children and a partner to share this with.
 - _____ 5. I want someone I can talk to and one who understands me very well.
2. Discuss the rankings.
 3. Check on progress towards contacting a family member.

SESSION 6:

1. Step-parents
 - a. Portrayal in literature
 - b. What are some difficulties step-parents may have in establishing their role in the family?
 - c. Advantages Disadvantages
 1. Having step-parents
 2. Step-parent w/children
2. Discuss new phrases e.g.
 - a. Blended families 1. Why do you think these terms were chosen?
 - b. Reconstituted families 2. How do you like them?
3. Read problem solving situations and roleplay.
 1. How did it feel being a step-parent?
 2. How did it feel being bio-parent meditating?

SESSION 7:

1. Check progress on contacts and share results.
2. Complete and follow-up on problem solving, Session 6.
3. Bring in other students from homes with both bio-parents to role play similar problems and to illustrate problems that occur in all families.

SESSION 8:

1. Check in - see how everyone is doing - is group meeting expectations, what would you like to deal with that we haven't?
2. Discuss questions.

Please answer all four of the following questions. Later in group, you will be asked to discuss your choices.

1. Who do you think would be the hardest to get along with in a blended family?
a. stepfather b. stepmother c. stepbrother/sister
2. You said in question 1 that _____ was the hardest to get along with. Why would this person be the hardest to get along with? _____
3. Give an example of the type of problem you would have with this one person (not more than two sentences).

4. If you could really talk to this other person about the problem what could be said to help end the problem?

SESSION 9:

1. "A Next Step" --For the Family

Below are listed statements that could help you set goals to improve your relationships with your family. Again there are 5 statements. Rank these statements 1-5. (#1 is your first choice)

RANK HELPING TO IMPROVE FAMILY RELATIONSHIPS

- ____ 1. I want to improve things at home with my parents.
- ____ 2. I want to improve things at home with my brothers/sisters.
- ____ 3. I want to do a better job on my chores and jobs at home.
- ____ 4. I want to stop doing some things at home that irritate others.
- ____ 5. I want to be more considerate to others at home (e.g. using the telephone less).

My own family goal is _____

What would be a practical next step to help make an improvement in my #1 goal.

SESSION 10:

1. Bring closure to group
2. Have members complete a group evaluation.

SOURCE:

Robley Carr
School Counselor
Kalispell Jr. High
205 N.W. Lane
Kalispell, MT 59901

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

LOSS SUPPORT GROUP

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a supportive setting for students who have lost someone close to them through death.
GRADE LEVEL: 5-8 **GROUP SIZE:** 5-8 students
TIME: 8 sessions, 45 min. each **SPACE REQUIRED:** Group room
MATERIALS NEEDED: Journal making materials: construction paper, yarn, markers, glue, glitter, scissors and paper punch.

SUMMARY:

Students are told about the loss support group in their classrooms. They are allowed to sign up anonymously and are then screened for group appropriateness. The group has a set time structure of 8 weeks. Students are scheduled during their study hall, one day a week.

During the first session students introduce themselves and tell about the death that led them to the group. Early in the group, each member makes a journal for art and writing activities that will be used through out the group.

Topics explored include:

- 1) Death as a shared experience
- 2) Feelings in the grieving process
- 3) The funeral/burial and other rituals
- 4) Dealing with family changes such as remarriage of a parent
- 5) Dealing with holidays (how it might be different)
- 6) Reaching out/helping others.

At the last session, we share treats, write personal messages in each others journals. Each member shares their thoughts about participating in the group.

Very positive feedback has been received from students who have participated in this group. If anyone would like more specific information on the format, please contact the source below.

SOURCE:

Jude Rowe
School Counselor
Belgrade Middle School
P.O. Box 166
Belgrade, MT 59714

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

BEREAVEMENT

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students begin the healing process following the death of a loved one.

GRADE LEVEL: 8-9

GROUP SIZE: 6-10 students

TIME: 6-8 sessions, 1 hr. per week

SPACE REQUIRED: Small room

MATERIALS NEEDED: Refer to information below.

SUMMARY:

Students who have recently experienced a loss are invited to participate in the Bereavement Group. The group is designed to help students begin the healing process following the death of a loved one. The groups meet once a week and are co-facilitated by a school counselor and Hospice worker. Through the process of the group:

1. Students are allowed to grieve and to begin the healing process.
2. Students become aware of the grieving process and learn that people go through the grieving process at their own rate.
3. Students discover that others have similar feelings and that they are not "crazy" like they sometimes feel.

The group is centered around the particular needs of the students. Group activities and resources are selected from the following sources:

Growing Through Grief by Donna O'Toole (1989) - This is a comprehensive curriculum to explore loss, grief, and recovery for children in grades K-12. The curriculum is available from:

Mountain Rainbow Publishers
477 Hannah Branch Rd.
Burnsville, NC 28714 (704-675-5909)

Bereavement Support Group Program For Children - This curriculum provides a support group model for five sessions. The curriculum is available from:

Accelerated Development, Inc.
3400 Kilgore Avenue
Muncie, IN 47304-7511

SOURCE:

Robley Carr
School Counselor
Kalispell Jr. High
205 N.W. Lane
Kalispell, MT 59901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

KID TOPICS

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a support group for students who exhibit at-risk behaviors.

GRADE LEVEL: 6-8

GROUP SIZE: 5 - 10

TIME: 8-10 sessions, 45 min. each

SPACE REQUIRED: Private, comfortable area

MATERIALS NEEDED: Refer to each session.

SUMMARY:

The KID TOPICS support group addresses the needs of children who have low self-esteem and are in a negative behavior pattern. The purpose of the group is to prevent children with negative behavior patterns from making negative choices. Doing poorly in school, bullying other children, or using mood altering chemicals to mistakenly improve the quality of life are examples of negative behavior.

Specific goals include:

- To provide a safe and caring environment
- To share/listen to feelings re: friends, self, school
- To recognize negative think/behavior and to work on changing it
- To provide support for practicing new behavior

The following activities are used as a base for discussion and sharing. Activities are dependent on the dynamics of the group and the needs of the members of the group. In many groups all the following subjects can be addressed. In others, not all topics are appropriate. For some groups the children are so needy that only a few issues can be addressed in the given time allotment.

Group Format:

- 1) Relaxation activity: Example. Rainmaking (a) snap fingers, (b) slap thighs, (c) stomp feet; adagio music; alternately relaxing/tensing group of muscles or etc.
- 2) Check in: Did you have a good weekend? Day? Share negative/positive thinking.
- 3) Activity
- 4) Check out. What did we accomplish as a group? What did you accomplish (positive thinking did you do)?

Supplemental materials used:

1. Community Intervention Inc., Moving Beyond Curricula, Effective Prevention in Elementary grades 1-8.
2. QUEST
3. Thinking, Changing, Rearranging
4. The Stamp Game by Claudia Black
5. Pumsy: In Pursuit of Excellence

ACTIVITY 1: BUILDING TRUST

Thoroughly explain the purpose and length of group. Group makes own rules but must include; confidentiality, right to pass and listening to others. Structure and consistency promotes feelings of being safe.

ACTIVITY 2: BUILDING TRUST CONTINUED

Getting to know each other by interviewing each other as to interests.

ACTIVITY 3: BUILDING TRUST CONTINUED

Trace hand. On the tracing, write 1) what qualities a good friend possesses and 2) what qualities I possess that make me a good friend. Do relaxation exercise.....relaxing muscles, adagio music, making rain, etc. From now on start each class with relaxation exercise. Allow kids to lead.

ACTIVITY 4: BUILDING TRUST CONTINUED

Create your own fantasy island. What will you bring? What will you need? Whom will you bring or not bring? Sharing of islands. Potential for symbolizing problems in life now and possibly helpful in promoting a discussion on goal setting.

ACTIVITY 5: FEELINGS

Discuss the importance of feelings, understanding ones' own feelings, and that all feelings are normal. Feelings tell us how to behave. If we feel negative we most likely will behave negatively. Discuss the "Don't talk, Don't trust, Don't feel" rules. Play the STAMP game. Read the book The Tiny Seed.

Depending on the need, teach students how to express their feelings creatively. Allow children to draw a picture of a volcano representing themselves when they are angry. Using play dough, have children make whatever they fear most and toss in garbage. Discuss the feelings that give the group the most concern and provide appropriate material.

ACTIVITY 6: SELF ESTEEM

This activity focuses on understanding our environment and its effect on our self-esteem. The purpose is to promote awareness of healthy/unhealthy communication and how the environment can effect our self esteem. Use yarn to explain the flow (or nonflow) of communication (blaming, enabling, powerlessness). Create own family/school/friends dynamics diagram, or Genogram (exploring family history and its' effect on you).

ACTIVITY 7: SELF ESTEEM CONTINUED

The focus of this group is learning to like yourself despite everything else. Help your group members to:

- 1) Recognize negative feelings. (Pull rubberband) Collect negative comments from beginning of group in a box labeled negative thinking. Explore negative belief systems in families.
- 2) Stay in here and now.
- 3) Relax.
- 4) Layer positive thoughts over negative thinking.

Many children referred to these groups cannot accomplish the first step. Other appropriate activities then can be used. Complementing each other, the group, yourself; creating friendship bracelets or a group rap. (Encourage positive thinking..... I am special, "OK", can feel confident, and make good decisions.

ACTIVITY 8: COMMUNICATION SKILLS

Teach the group communication skills. Focus on the difference between passive (door mat), assertive, and aggressive behavior. Address peer pressure. Roleplay different ways to say NO.

ACTIVITY 9: SELF CARE

Discuss the importance of taking care of yourself:

1. Check in with yourself.
2. Relaxation techniques.
3. Four steps (Pull rubberband).
4. Goal setting.
5. Physical health, exercising, good nutrition, fun, etc.

ACTIVITY 10: PARTY (because I'm important)

Shape pipe cleaners into an object or symbol representing what the group meant to you or what each individual in the group meant to you. Put symbols on a piece of string to make a necklace or ornament. Put message in time capsule: What I especially like about myself is _____.

SOURCE:

Bonita Brekke
School Counselor
Chief Joseph Middle School
309 No. 11th
Bozeman, MT 59715

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

SHY AND HARASSED GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students overcome their shyness and gain skills for handling harassment.

GRADE LEVEL: 6-8

GROUP SIZE: 6-8 students

TIME: 7 sessions, 50 min. each

SPACE REQUIRED: Group room or classroom

MATERIALS NEEDED: Chart paper and markers.

SUMMARY:

Middle School counselors frequently have students in their offices who are picked on by other students. Usually this is verbal harassment which might be in the form of poking fun at just about anything, such as clothes, haircut or style, manner of walk, choice of friends, etc. Another type of student which counselors often talk with is the student who just can't seem to find friends, is shy and withdrawn-the loner.

Both the picked-on students and the loners may benefit from a small group experience. The group would present strategies and ways for these students to express their feelings and gain the confidence to confront the students who are bothering them or approach the students that they would like to be friendly with.

When the students are the younger ones, fifth, sixth or seventh graders, it may be advantageous to group them by gender due to their insecurities at these ages. Older students can benefit from a mixed group.

Plan to meet with six to eight of these students for one period each week for seven weeks. The leader will have to determine the length of time each session should take based on the needs and progress of the group members.

SESSION ONE:

Begin by introducing yourself and having the students do the same. Do this by having them tell:

- The ages and names of their brothers and sisters.
- Their favorite singer or group.
- The subject they like best at school.
- The game or sport they enjoy watching or playing.

The leader should then explain that the group will be meeting to discuss some different ways of acting with other people, especially others who they might be having problems or trouble with, or others they would like to be more friendly with.

The leader should give several examples such as a student who tries to pick fights by calling others names or a student who always seems to be alone and not have a friend to be with. Ask the group if they know any students like this. Let students share situations they may have experienced or seen.

Explain that people usually handle these problems in one of three ways:

- Non-Action - not responding or not standing up for themselves.
- Reaction - getting back at the person(s) by fighting or name calling to hurt that person(s).
- Action - Telling that person(s) how their actions make them feel or by stating what they would like to have happen.

Using the examples the leader gave and the students shared, have them identify the behavior that was used in each case. Have the students watch for examples of different behaviors discussed and report them at the next two sessions.

SESSIONS TWO AND THREE:

Begin by reviewing the three behaviors stated in Session One and then have the students give their observations of these behaviors. Together, the group should identify the behavior each example showed.

Present the following chart:

BEHAVIOR	BODY LANGUAGE	FACIAL EXPRESSION	VOICE TONE	FEELING SHOWN
NON-ACTION				
REACTION				
ACTION				

Using the examples given, fill in the chart with the things observed by the group members. Next, discuss the outcome of the three behaviors. Help the group to figure out which behavior had the best and most positive results. Encourage the students to try to use action behavior and observe others using action behavior between now and the next session.

SESSION FOUR:

Briefly review the chart from Sessions Two and Three. Ask the students to share any situation where they observed action behavior taking place. Ask them to tell of any of the times they were able to use action behaviors in real situations.

Begin by talking about body language that is needed when giving an action message. Discuss the following:

- Eye contact.
- Being face to face with someone.
- Holding head up high.
- Voice level that is strong and firm, but not shouting.

Explain that body language helps to get a message across to someone as well as words. When "I Messages" and positive strong body language are used people respond in a better way.

Next, present a chart on "I Messages" as follows:

I FEEL _____
(State your feeling)

WHEN YOU _____
(State the behavior)

BECAUSE _____
(State the consequences)

Discuss the use of "I Messages." Make sure the group understands that these do not accuse but give the message to someone about how you feel and why. Explain that "I Messages" don't have to be sent in this order, but need these parts. Have the group practice "I Messages" using positive body language.

Use the following examples:

- Your friend took your lunch and hid it.
- Someone just told you how stupid you were to have dropped the ball in the gym class.
- Your mother blamed you for something your little brother did.
- You want to sit next to someone on the bus.

The group can make up further situations. Give each group member a chance to give an "I Message."

Close this session by telling the students to practice these techniques on their friends and family.

SESSIONS FIVE AND SIX:

These sessions should be used for role-playing the situations that have been shared. The leader may want to start the role-playing using another student. This sets the tone for further role-playing. The leader may need to help the students come up with "action" ways to handle situations using "I Messages." When a "non-action" or "reaction" type behavior is role-played, the leader should help students recognize this.

Possible role-play ideas could be:

- Another student frequently calls you a name.
- A friend gets into your locker and takes your book without permission.
- You are waiting in line and the person in front of you lets someone in, in front of you.
- You have no one to sit with at lunch and you feel lonely.
- During a test, a student across from you is copying your answers.
- There is a grade-level party coming up and you have no one to go to the party with.
- Three of you are friends. One of the friends is always trying to get you to be angry with the other friend.

Other situations should be used from the students' lives. Each session should end with the leader encouraging the students to try to give "action" responses and use "action" behavior (I Messages), and positive body language in real life situations.

SESSION SEVEN:

This session should be a time to summarize all the information from previous group meetings. Students should discuss how they feel about using some of the new techniques they have learned. Review any areas that need further emphasis.

Close the group by having each student complete the following:

- Something I learned from this group was _____
- One thing this group helped me with was _____
- Something I will try to use more often in my life is _____

SOURCE:

PIC Newsletter (Mar/Apr 1989)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

GROWING UP II

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students develop positive male/female relationships.

GRADE LEVEL: 7-8

GROUP SIZE: 6-8 students

TIME: 7 sessions, 1 hour each

SPACE REQUIRED: Classroom or group room

MATERIALS NEEDED: Refer to each session.

SUMMARY:

Growing Up II is offered as a follow-up to a group on adolescent changes. Emotional changes and relationships are the primary focus of this group.

SESSION 1

ACTIVITY: Bring in some popular teen magazines and flash some of the titles of the articles to the group.

For example: "Teen," Feb. 1987; "Hair Hassles? - Take Charge Tips"

"Miss Teenage America It Could Be You"

"Laughing Matters: Giggling Can Be Good For You"

"Kirk Cameron: Growing Strong"

Introduce the word "stereotype" and discuss the meaning of the word in relation to different cultures and the media's focus.

Have the group member complete the following sentences and collect them at the end of the group time.

Make a master list of the student responses for the next meeting.

It really bugs me when girls/boys _____

Girls/boys always like to _____

Girls/boys only care about _____

Most girls/boys act like _____ when they are around their friends.

SESSION 2

REVIEW: First Week

INTRODUCTION: Read aloud the master list of student responses from the previous week.

ACTIVITY: Divide the group into pairs with one boy and one girl in each. Give each group a copy of the master list. Instruct the groups to go through each sentence on the list and 1) circle those they feel are stereotypes, 2) star those they feel are true, and 3) cross off those they feel are untrue. Both members must be in agreement on what action is taken on each sentence. A lively discussion should unfold. Bring the entire group together and discuss the activity.

CLOSURE: Discuss feelings that were generated by the activity. Discuss how predetermined views on the sexes might interfere with relationships and invalidate a person's unique and individual qualities.

SESSION 3

REVIEW: Second Week

INTRODUCTION: Friendship verses boy/girl relationships is there a difference? Ask the group to describe valued friendships they have had in their lifetime.

ACTIVITY: Using a large piece of paper make a list of the traits common to many friendships (save for next week).

For example: Someone to talk to.

They stick up for you.

They are fun to be with.

Next, have students examine friendships that didn't work. Make a list of the traits common to failed friendships.

For example: Someone lied.

Stopped coming over.

Found another friend.

CLOSURE: Have each group member create their own friendship symbol and select five positive friendship traits they feel are most important.

SESSION 4

REVIEW: Third Week

INTRODUCTION: Boy/girl relationships have a great deal in common with friendships. They make it or fall apart because of behavior that either pushes one another away or draws us closer--- just like in our friendships.

ACTIVITY: Divide the group into pairs with one boy and one girl in each. Using the "Relationship Scenarios" below, have each pair identify positive/negative traits that each scenario illustrates.

1. You are suppose to be "going out" but every day at school she/he acts like they don't know you are alive.
2. "Even on the first date I felt so great. She/he smiled at me most of the time and acted like I was interesting. I like, even though I am afraid I might act weird it isn't going to matter because I think they feel the same way."
3. My mom says, "No way, you're not seeing him! That kid isn't going to come into my house. He is the same guy that didn't finish that yard job last year and left a bigger mess than when he started." So, "I guess we have to just see each other at school."
4. "I need to be in by 11:00. My mom has a fit if I am late. I hope you understand."
5. "I can't believe it is our first fight. It was over the silliest thing she/he didn't like me talking to my friend Kris."

Next, as a group decide how many of the traits are from the "lasting friendship" list and how many are from the "friendships that didn't work" list? Determine which relationships seem to be in trouble. What might be done to improve the unhealthy relationships?

SESSION 5

REVIEW: Fourth Week

INTRODUCTION: Sometimes it is easier to understand what goes on in relationships when you can see it or feel it for yourself. So today we are going to be doing some "Role Playing."

ACTIVITY: Using the relationship scenarios discussed last week have students volunteer to broaden the scene, with before and after views of what these relationships might actually be looking like. Have one member select a "Scenario" they want to do, and choose other players they will need to create 2 - 4 minute improvisational roleplay. The other members can be working on another roleplay of their choice. Give 5 minutes of preparation time. Present the roleplays.

CLOSURE: Save at least 5 minutes for closure and to process the roleplays. Leave the students with the idea that even though friendships and relationships are different, the emotions and conflicts that surface are similar. They need to think independently about what is "OK" in a relationship, just as they would for their friendships.

SESSION: 6

REVIEW: Fifth Week

INTRODUCTION: Today's discussion is on dating. Four different "stages" have been identified by my students that highlight the process kids go through in deciding who they may like to date and what to do about it. The first stage is "Attraction," second "Investigation," third "Pop the Question," fourth "What Now?"

ACTIVITY: Using the stages listed above have the group members develop what that stage is all about.

For example: STAGE 1 - ATTRACTION

- Find out what you have in common.
- Flirt to get attention.
- Hang around them.

STAGE 2 - INVESTIGATION

- Send your friends to question them.
- Determine if they are dating anyone.
- Find out if they even like you.

STAGE 3 - POP THE QUESTION

- Phone them.
- Write a note.
- Send a friend.

STAGE 4 - WHAT NOW?

- I have some suggestions ready for what to do, such as school dance, double date, watch a video, take a walk, go swimming, etc.
- You don't have to spend money to have a good date. Who pays?

CLOSURE: Whether you are the one being asked out or the one doing the asking it can be tough. Spend some time thinking about both sides. Before the next meeting make some role play cards by cutting out heart shapes from paper and creating some scenarios from the stages list developed from week six.

SESSION 7:

REVIEW: Sixth Week

INTRODUCTION: Once again sometimes it is easier to understand what goes on in relationships when you can see it or feel it for yourself. So today we are going to be doing some "Role Playing."

ACTIVITY: Using pre-made role play cards select a member to choose one from a hat. They may choose up to 3 members from the group to help them act the scene out. Remaining group members work together on another roleplay. Allow 5 minutes for preparation time.

Role play examples:

STAGE 1 - ATTRACTION

1. You are attracted to this guy/girl and you are trying to get his/her attention.
2. A boy/girl in your drama class always chooses you to be their partner.

STAGE 2 - INVESTIGATION

1. A note seems to be circulating during one of your classes and your best friend shakes their head, yes.
2. You invite your friend over to your house to discuss this certain person they like. You decide to make a list of the reasons why this person would be interested in them.

STAGE 3 - POP THE QUESTION

1. You get the word this guy/girl is interested in you, so you decide to call them. Their mother answers the phone and in the background you hear their voice but they say, "Tell him/her I'm not here I don't want to talk with them."
2. Everyone in your class is talking about you and this guy/girl. You haven't even been asked out yet and they are all saying stuff like you're perfect together. He/she calls that night.

STAGE 4 - WHAT NOW?

1. You want to go some place special but haven't any money.
2. You are really excited about this guy/girl but don't feel comfortable going out on a date alone.

CLOSURE: Relationships are full of emotions, conflicts, and challenges. Being willing to pursue a relationship is taking a risk. We have only begun to scratch the surface of what is involved. Our group wanted to start a Growing Up III to continue and discuss other topics i.e., what happens to best friends when you begin to date; coping with parents, etc., boy/girl friend and more.

SOURCE:

Christine Bailey
School Counselor
Monte Rio Union School Dist.
P.O. Box 340
Monte Rio, CA 95462

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

DOMESTIC VIOLENCE GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a support group for children living in violent homes.

GRADE LEVEL: 5-12

GROUP SIZE: 6-8 students

TIME: 8-11 sessions

SPACE REQUIRED: Group room

MATERIALS NEEDED: Paper, pencils, and "Violence Free" contracts.

SUMMARY:

Family violence has become one of society's major problems. Domestic violence has been tagged the most unreported crime in our society. One out of six couples will experience some form of violence every year. 50% of the children living in domestic violence homes are being physically abused. Children believe they are responsible for the family violence. They have a sense of powerlessness that pervades their life. The results are feelings of shame, guilt, loss, tension, fear and helplessness. These children have a greater tendency for substance abuse, truancy, stealing, lying - all forms of escape. Children turn to these negative behaviors as a way of exhibiting control over a powerless situation. Females often respond with submissiveness. They seek love, becoming promiscuous and a victim in peer relationships.

Schools can respond to this need by conducting class presentations and offering support groups for children who live in violent homes.

The class presentation could include the following topics:

- Definition of family violence
- Why do men batter/abuse?
- Why do women stay?
- Pattern of violence
- How are young people affected?
- What would you do if--?
- Referral list

Without question the first step, if abuse is suspected, is for school personnel to notify the Child Protective Services. However, little may be done if the situation involves spouse abuse and the battered spouse is unwilling to do anything about it. Schools can offer support to children living in such situations. The following is an outline of a Domestic Violence Support Group offered at Nelson Middle School, Renton, WA.

DOMESTIC VIOLENCE SUPPORT GROUP

The order of the sessions is highly dependent on the group participants. The main guidelines are basic to any group and include 1) the initial focus is building group trust and cohesiveness, 2) an education focus and 3) exploration of personal issues.

Once group trust and cohesiveness has been established the following issues can be presented, in any order, appropriate to the group.

SESSION 1: PROTECTION PLANNING

The purpose is to teach students to protect themselves and to understand the danger of intervening. Students develop a "power plan" and share it with the group. The plan should consider: cues for impending violence, actions to keep safe, emergency numbers, identifying others with whom to seek safety and escape routes.

SESSION 2: GENDER ROLES/STEREOTYPES

STEP 1: The group plays the "Robot Game." Group members are paired, preferably male and female. Within each paired group, one member (female) is assigned the "programmer" role. Another member (male) is assigned the "robot" role. The programmer is given the power to instruct the robot to do anything they want - within reason - for the next five minutes.

STEP 2: Process: Ask each group member what it feels like to be in the power role and the victim role.

STEP 3: Switch roles and play the "Robot Game" again. You should begin to see if members are becoming sensitized to the roles and how they relate to the batterer and the abused.

STEP 4: Process once again.

SESSION 3: RESPONSIBILITY ISSUES

Ask members to draw a picture of the chain of events leading to the violent episode. This procedure helps group members to understand that the chain of events and resulting episode was/is not their fault. Close this group session by standing in a circle, holding hands, and each member saying, "It is not my fault."

SESSION 4: SHAME AND ISOLATION

The purpose of this session is to teach students the difference between good/safe secrets vs. secrets that hurt. This can be accomplished through a group discussion for older students. For younger students - tell a scary story in the dark and then again with the lights on. Discuss the difference in effect. Relate it to unhealthy secrets.

SESSION 5: EXPRESSION OF FEELINGS

Teach the group members how to express their feelings through "I" statements. But most importantly, given the environment they live in, teach members to recognize when it is safe and not safe to express their feelings.

SESSION 6: CONFLICT RESOLUTION/ANGER MANAGEMENT

Teach methods for conflict resolution and anger management. Students who have completed a Domestic Violence Support Group often become peer mediators for others.

SESSION 7: SELF-ESTEEM BUILDING ACTIVITIES

Use any assortment of self-esteem activities to build positive esteem.

SESSION 8: METAPHOR-POETRY WRITING

Create a list of 20 to 25 words. Instruct students how to create a metaphor. Once completed, make a collection of poems for each group member.

SESSION 9: ROAD MAPS

The purpose of this session is:

- 1) to identify pathways which will lead them to a violence-free destination, and
- 2) to identify roadblocks that will hinder their progress.

SESSION10: CONFRONTING THE PARENT(S)

Members are asked to write a letter to the parent of their choice (either the batterer or the victim). Through the letter they are to address three topics. 1) This is what I think about it. 2) This is how I feel about it. 3) This is what I want. Usually the letter is not given to the parent, except in the case of the victimized parent.

SESSION11: CLOSURE/CEREMONY

Ask students to make a "Violence Free" contract (see handout). Discuss contracts. Instruct students to write a letter to themselves. The letter should address (after being in the group) how things used to be and how things have changed for them.

Give students a key (cut from construction paper) to represent that they have the key to unlock the door (opportunities) and remove themselves from violent situations.

RESOURCES:

- "Skills for Violence-Free Relationships.": Curriculum for Young People Ages 13-18. Southern California Coalition on Battered Women, P.O. Box 5036, Santa Monica, CA 90405
- "My family and Me: Violent Free": A domestic violence prevention curriculum for grades K-3 and 4-6. Physicians Plaza, Suite 201, 570 Asbury Street, St. Paul, MN 55104.

SOURCE:

Carmela Dellino
School Counselor
Nelson Middle School
2403 Jones Ave. So.
Renton, WA. 98055

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

This group format was presented at the 1992 AACD Convention in Baltimore, MD.

FREEDOM FOR ME.....VIOLENCE FREE

I, _____ have the key to unlock the door that traps me in a violent, abusive world. This key opens the doors to a life filled with the strength and beauty of respect for myself and others.

I, _____ know I am separate from my parents and can act as an individual. I do not need to, nor will I, follow in their abusive/victimized path.

I will use the following coping skills to assist me in a different lifestyle.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

I have the strength to create my own world and my own happenings!

HIGH SCHOOL SECTION

GRADES 9-12

Activities	Pages 319- 382
Units	Pages 383- 432
Groups	Pages 433- 459

MEDICINE WHEEL

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To help students complete a personal assessment of the mental, physical, emotional and spiritual aspects of their life.

GRADE LEVEL: 7-12

GROUP SIZE: Class, small group or individual

TIME: 1 hour

SPACE REQUIRED: Classroom or office

MATERIALS NEEDED: Copies of the "Medicine Wheel" and colored pencils for each student.

SUMMARY:

Introduce the Medicine Wheel Activity by explaining to students that:

- 1) The Medicine Wheel in Native American culture teaches the inter-connectedness of all things. (If Native American students are in the group, request their input and explanations.)
- 2) Each of the four aspects - mental, spiritual, emotional and physical - must be equally developed to support a healthy, well-balanced, integrated individual.
- 3) The four emotions - introspection, equanimity, insight and change, and healing - reminds us to pay attention and focus on these areas to develop insight and clarity.

Ask students to assess where they are in relation to the four aspects - mental, spiritual, emotional and physical - by : 1) Ask the students to respond to the following questions, specific to each aspect, by making a brief summary in that area of their Medicine Wheel.

MENTAL: My ability to use my mind for learning, imagination, memory, creativity and work. Do I have an open mind? Am I doing something to develop my mind? Do I use my imagination to dream and visualize plans before I set goals? Do I do anything to use my creativity? Do I act without thinking things through?

SPIRITUAL: My values, my life's meaning, being in reality, being congruent with my spiritual beliefs- whatever they may be. Do I have spiritual values that I feel strongly about and try to live by? Are my actions congruent with my spiritual beliefs? Do I actively pursue and nurture my spiritual beliefs?

EMOTIONAL: My ability to be aware of my feelings, accept my feelings, and express my feelings.

Am I "in touch" with my feelings? Am I able to express my feelings in healthy ways? Do I take responsibility for my own feelings? Do I hold others responsible for the way I feel?

PHYSICAL: My health, weight, appearance, sexuality, exercise, body skills, and energy. Do I value myself by taking good care of my body, getting enough exercise, rest, and eating healthy? Do I make a commitment to physical recreation? Am I satisfied with the way I look?

2) Once the summaries are completed, ask students to lightly shade each area to illustrate how complete that aspect presently is in their life.

3) Divide the class into small groups and discuss.

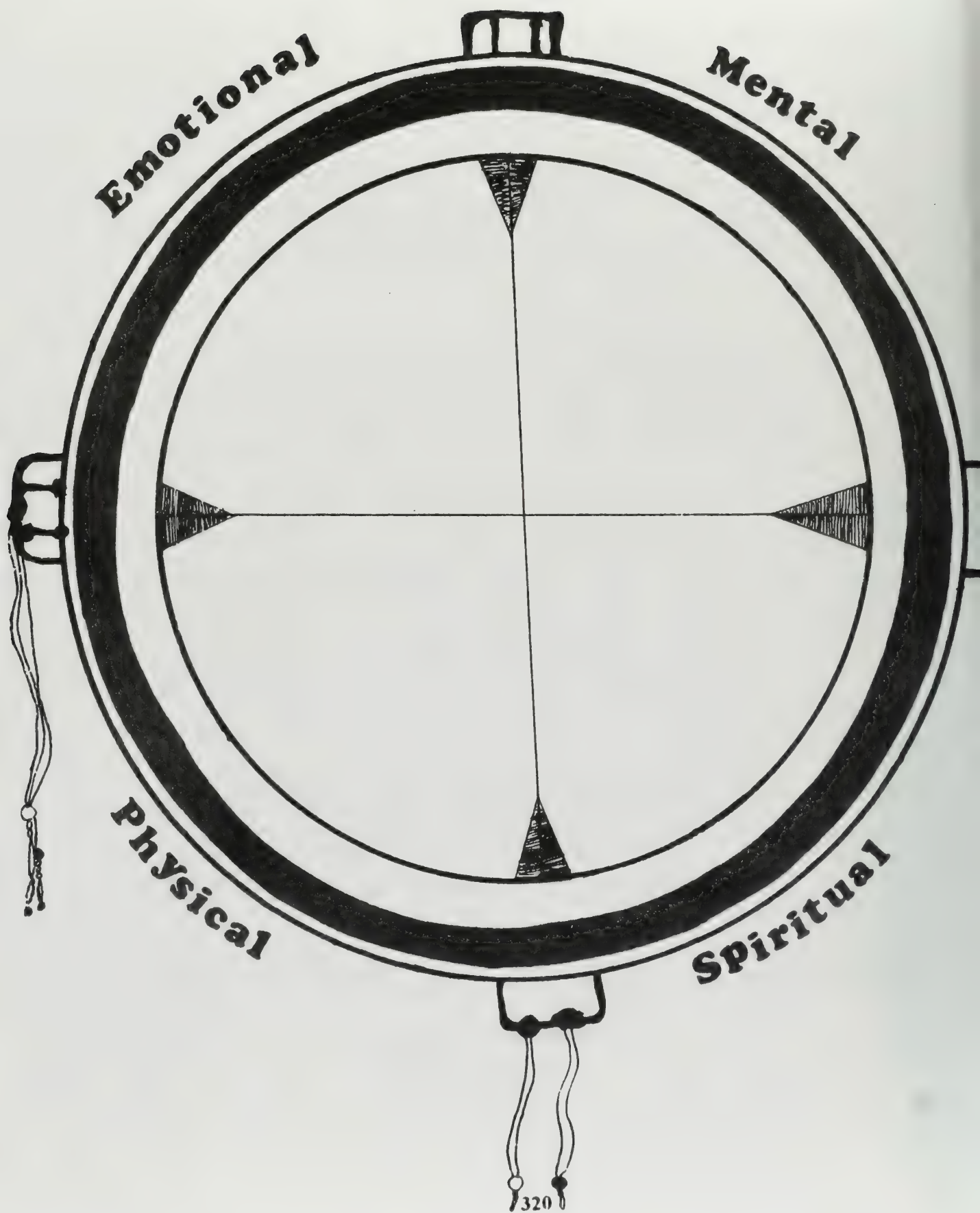
FOLLOW-UP: Students could develop personal goals for each area: mental, spiritual, emotional and physical. The goals could address how the student intends to maintain and/or complete each area of their Medicine Wheel.

SOURCE:

Co Carew
Social Worker
Polson School District #23
111 4th Ave. East
Polson, MT 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



FORTUNE COOKIE

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To enhance individual feelings of competence and positive self-esteem.

GRADE LEVEL: 9-12

GROUP SIZE: Class

TIME: One hour

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Index cards and markers.

SUMMARY:

DIRECTIONS:

1. Prepare index cards with the following words (one word per card):

- | | | |
|-------------------|---------------------|-----------------------|
| 1. Good | 19. Helpful | 37. Powerful |
| 2. Capable | 20. Independent | 38. Comfortable |
| 3. Effective | 21. Good at sharing | 39. Thoughtful |
| 4. Creative | 22. Optimistic | 40. Different |
| 5. Aware | 23. Determined | 41. Good at Listening |
| 6. Trusting | 24. Generous | 42. Secure |
| 7. Loyal | 25. Fun | 43. Empathetic |
| 8. Special | 26. Confident | 44. Supportive |
| 9. Honest | 27. Humorous | 45. Concerned |
| 10. Peaceful | 28. Knowledgeable | 46. Open-minded |
| 11. Dynamic | 29. Appreciated | 47. Attractive |
| 12. Sincere | 30. Beautiful | 48. Resourceful |
| 13. Concerned | 31. Affectionate | 49. Dedicated |
| 14. Curious | 32. Involved | 50. Content |
| 15. Eager | 33. Loveable | 51. Competent |
| 16. Understanding | 34. Happy | 52. _____ |
| 17. Loving | 35. Brave | 53. _____ |
| 18. Accepted | 36. Energetic | 54. _____ |

2. Have group sit in circle.

3. Pass out cards face down so that each participant has one card.

4. Explain fantasy (participants need to relax and close eyes): "You have just finished eating a fantastic meal at a new Chinese restaurant and after the waiter has cleared the table, he brings over a tray of fortune cookies for you to choose from. Each person in your group chooses a fortune cookie. You break open your fortune cookie and inside is the statement....."You are....." Have each participant read what is on their card to the group.

5. Each participant tells the group the reason they are beautiful, special, capable, etc.

6. Collect cards and use again.

SOURCE:

Senior High School
Guidance Curriculum
Palm Beach CO Schools
3970 RCA Blvd., Suite 7011
Palm Beach, FL 33410-4294

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SELF AWARENESS

ACTIVITIES

CONTENT AREA: PERSONAL - SOCIAL

GOAL: UNDERSTANDING SELF AND OTHERS

APPLICATION:

PURPOSE: To enhance the students' appreciation of themselves and others.

GRADE LEVEL: 6-12

GROUP SIZE: Class or small group

TIME: Varies according to activity

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Activity 1--None; Activity 2--brown paper bags (1 per student), scissors, magazines, paper, colored pencils or markers; Activity 3 and 4--paper and pencil.

SUMMARY:

ACTIVITY 1: LIFE STORIES

This activity is helpful as an introductory session for a new class or group. The purpose is to allow students the opportunity to get to know each other.

PROCEDURE:

1. Have students pair up and interview each other for two minutes. They are to discover everything they can in the time allowed about their partner's interests, hobbies, favorite sport, favorite subject, and so on.
2. Each student then introduces his or her partner to the class or group, telling everything they have learned about the person.

ACTIVITY 2: THIS IS MY BAG

This activity is intended to enhance individual self-awareness, as well as, to build a sense of community in the classroom.

PROCEDURE:

1. Each student receives a brown paper bag, magazines, and scissors.
2. Students are instructed to collect pictures, photos, magazine clippings, drawings, items, etc. that somehow describe that student. The description should include information about the students' family, hobbies, beliefs, achievements, and goals. The items are put into the students' bag. Allow 2 to 3 days for each student to complete the activity.
3. During the next session or class, divide the class into small groups. Each student explains what is in his or her bag and why each item was selected.

VARIATION: THIS IS MY BAG activity can also be used in the following way:

1. Students collect and paste magazine pictures, words or drawings onto the outside of their brown bag to illustrate "those things that most people might know about me."
2. Magazine pictures, words or drawings are collected and put in the inside of the brown bag to illustrate "those things that most people don't know about me."
3. During the small group activity, students are encouraged, but not required, to share something from inside their bag with the group.

ACTIVITY 3: ARE YOU.....

This activity encourages students to increase their self-awareness and share their insights with others. Introduction: Begin the discussion by asking such questions as: How well do you know yourself? How well do other people know you? Are you an easy person to get to know? Do you feel free to tell others how you feel, or what you think? Are you willing to share your feelings with other people? This activity gives you an opportunity to increase your self-awareness and to share that awareness with others, if you choose to do so

PROCEDURE:

1. Give each student a copy of the following or write the items on the chalkboard.

ARE YOU.....

- _____ a kit or a clothesline
- _____ the country or the city
- _____ the mountains or the beach
- _____ a jeep or a Cadillac
- _____ a spender or a saver
- _____ a loner or a grouper
- _____ summer or winter
- _____ physical or mental
- _____ a tortoise or a hare
- _____ a fly swatter or fly paper

2. Students are to ask themselves the question: "Which am I more alike" ____ for each line and circle the item they select. They briefly write down the reason for their choices.
3. Divide the students into small groups. Within each group the members share their circled items and the reason for their choices. (Students do have the option to pass).
4. Bring the class back into a large group and ask them to answer the following questions: "What did I learn from this activity?" Ask for volunteers to share responses.

ACTIVITY 4: SELF-AWARENESS TOPICS

This can be a fun activity for students to gain insights about themselves and others in the class or group.

PROCEDURE:

1. Give each student a copy of the following statements:

What animal I would like to be and why.....
What animal I am most like and why
What I like least about myself.....
My most significant childhood experience was.....
How I would change myself if I had complete power to do so.....
What I like most about myself.....

2. Ask students to respond briefly to each statement.
3. Divide the class into small groups. Within each group the members share their responses to the statements. (Students always have the option to pass).

SOURCE:

Sherry Jones
School Counselor
Polson School District
111 4th Ave. E.
Polson, MT 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

MUSIC THERAPY

ACTIVITIES

CONTENT AREA: PERSONAL - SOCIAL

GOAL: SEE BELOW

APPLICATION:

PURPOSE: To use music therapy as a group counseling technique.

GRADE LEVEL: 6 - 12

GROUP SIZE: 6-10 students

TIME: Refer to each activity

SPACE REQUIRED: Group room

MATERIALS NEEDED: Refer to each activity.

SUMMARY:

Music Therapy is the use of music to accomplish therapeutic goals and to influence changes in behavior. Music Therapy can be used to:

- 1) Explore their feelings (support group, counseling session, etc.).
- 2) Remember something (a sequence of actions or words; a group of facts; words from a foreign language; etc.).
- 3) Get motivated, make learning easier, have more fun (take a tedious or difficult lesson or physical exercise and add rhythm or music).
- 4) Center their attention (during a visualization, relaxation, or biofeedback session; while working; etc.).
- 5) Express themselves (set up a simple, good sounding musical structure for someone to improvise within; use a popular song to express emotions that a person may not be ready to express by themselves).
- 6) Develop confidence (set a realistic, challenging goal and help the person accomplish it.).
- 7) Learn how to work with others (it takes cooperation to be able to make music together.).
- 8) Try something different (there are no limits to the way music can be used. If you have an idea, try it out and see what happens!).

The following activities using elements of music therapy have been successfully used in a variety of counseling groups.

ACTIVITY: "WRITE A RAP"

GOALS: 1) Get the group to think about a topic you've been working on, such as what to do when a friend wants you to do something you don't want to do, what to do when you feel angry, or why it's important to be nice to yourself, etc.

- 2) Give the group practice working together.
- 3) Build group cohesiveness.
- 4) Give the group a success experience.
- 5) Learn about/evaluate the group (see variation #5).

MATERIALS: Scratch paper; scissors; a different color marker for each group member; final copy paper; microphone (real or pretend); tape or record of cool background music (instrumental Stevie Wonder or Michael Jackson, etc.); tape or record player; props (optional).

DIRECTIONS:

- 1) Listen to the background music with the group, then practice talking with it a little, to get a feeling for the rhythm.
- 2) Help the group get started with the topic by throwing out a few ideas of your own. Help them, as needed, to brainstorm words and sentences for the rap. Once they have some sentences written down, think about what order to put them in.
- 3) Cut the sentences apart and lay them out in order. Fill in more sentences, as needed, to make the rap complete. Add a title.

- 4) Assign each group member a marker color. Decide which group members will say which sentences and mark the sentences with their assigned colors as you go. Write the final copy in their assigned colors so it's easy to see who's turn it is.
- 5) Practice saying the rap, in a steady rhythm, at a slow tempo first. Be patient if it doesn't fall together right away. Work on passing the microphone without breaking the rhythm. Speed it up to tempo when you're ready, then try it with the music.
- 6) Perform the rap for someone in as "cool" a manner as possible. Add other props if you like (hats, sunglasses, etc.).

VARIATIONS:

- 1) Let the group write a rap about whatever they want. Intervene in their working only if the process is falling apart, or a rule is being broken. Note what group members talk about, how the group works together, how each individual interacts, whether they're using skills you've practiced before, etc. Use the information you gather to get ideas for future group activities.
- 2) Once the group has some experience rapping, turn on the background music and let them each rap for a short time (impromptu). Have them try to make the change from one person to the next smoothly, as if there was only one person talking. This might be risky for those who aren't real good at rhythm and rhyming, so encourage lots but don't push them to participate if they're not ready.
- 3) Put words to a popular melody and perform as above.

ACTIVITY NOTES:

- 1) Find a piece of music without words and tape it over and over so it sounds like one long song. This will prevent the group from being interrupted because of the music running out every few minutes. (Even better, find a local drummer to back you).
- 2) Keep the background music soft enough that the person rapping can speak without yelling, and still be heard.
- 3) Some people are better at rhythm and rhyming than others, so be ready to help the slower ones with words or by rapping with them IF they desire it. Be very careful to encourage rather than belittle.
- 4) Give lots of praise, some suggestions and feedback, and no negative criticism about their work. Keep it fun and creative by being willing to brainstorm silly ideas, laugh at yourself, and notice out loud when someone has a better idea than yours. Encourage the group to have this attitude as well.

ACTIVITY: "SAY SOMETHING"

GOALS: 1) Encourage group members to think positively about themselves and each other.

- 2) Create a safe, structured way to share feelings about self and each other.
- 3) Explore and express different feelings. (See variation #3)
- 4) Give the group a chance to practice dealing with life situations. (See variation #4)

MATERIALS: Tape or record of fun music; tape or record player; object to pass around (bean bag, pillow, ball, etc.) large piece of paper, and markers (var.3); list of situations (var.4); box with incomplete sentences (var.5).

DIRECTIONS: Everyone (including you) sits in a circle. When you start the music, the object gets passed around. When the music stops, whoever has the object has to say something they like about themselves. When they're finished, start the music and pass the ball around again.

VARIATIONS:

- 1) Say something you like about the person on your left, or about whoever had the object last, or about school, etc.
- 2) Say, "I like myself when I'm..."
- 3) Run to the middle of the circle and add onto a picture that the group is creating about a situation or feeling. Examples: "happy"; "angry"; "too busy"; "I like you" "You're not listening to me and I'm trying to talk to you." "Don't tell me to be happy when I'm feeling mad" "I love you". Afterwards, talk about the picture, what people were thinking about as they drew, and what situations people thought of from their own lives while they were drawing. Try to move away from pictures of things, and toward more abstract designs and expressions.
- 4) Name a situation/role play as you start the music, then pass around two objects and have the "winners" run to the middle of the circle and mime the situation without stopping until the music starts again. Examples: "Pretty please can I?" vs. "I love you and the answer is still NO"; having an argument; We haven't seen each other in ten years; "You ate my lunch!" vs. "So?"; etc.). Keep the role plays pretty short unless they're going exceptionally well. Afterwards, ask people to share their experiences.

5) Pass around a box with incomplete sentences on strips of paper. The "winner" draws a strip of paper and finishes the sentence on it. Examples: My favorite color is...; I was really embarrassed when...; I think liver is...; If I could be anywhere I wanted in the world, I'd be...; The last time I laughed was when...

ACTIVITY NOTES:

- 1) It's important for the leader to participate in order for group members to feel safe expressing themselves, so go all out. Be mushy, silly, foolish, and anything else you need to be, especially on variations 3 and 4.
- 2) Give people enough time to respond, but don't leave them in the "hot seat" so long that they start to feel embarrassed about being there.
- 3) Give lots of praise and support. Never be critical or judgmental of anyone's expressions.

ACTIVITY: RELAXATION/VISUALIZATION

GOALS: 1) Relieve stress

- 2) Create awareness of how stress affects our bodies and our thinking.
- 3) Practice dealing with stressful situations
- 4) Aid in relaxing, relieving tension
- 5) Practice a skill

MATERIALS: A reasonably quiet room; mats or nice carpet to lie on; blankets if needed; relaxing music; environmental sounds (optional); tape or record player(s).

DIRECTIONS:

- 1) Help everyone get comfortable and warm. Dim the lights. Turn on the music softly and gradually turn it up to the desired volume.
- 2) In a relaxed but confident voice, lead the group through some deep breathing. Tell them to put aside all worries and frustrations. They can be picked up again at the end if needed.
- 3) Talk through relaxing their bodies from the toes up, sinking into the floor, getting heavy, being filled from the toes up with warmth and relaxation, resting, enjoying. Pause frequently to give people time to do what you're asking and take time to let people just listen to the music, especially at the end.
- 4) If you want to add a visualization, do it at the most relaxed point. Practice skills you've worked on before, relaxing in a stressful situation, or build tension (as in a thunder storm), and relieve it.
- 5) Have them imagine the positive results of their practice. Describe positive-assertive behaviors, confident feelings, and relaxed facial expressions. Talk about healthy relationships, feeling good about themselves, etc.
- 6) Ask people to come back from their relaxed state slowly. Talk about taking the relaxed feeling with them as they go through the rest of the day. Tell them to open their eyes when they feel ready.
- 7) As people seem ready to come back, help them put away blankets, etc. Don't fade the music or turn on the lights until you have to, so the mood is preserved as much as possible.
- 8) Thank people for coming. Smile and be relaxed.

ACTIVITY NOTES:

- 1) Music with a slow tempo and very little rhythm are best.
- 2) If you're using several pieces of music, begin and end with the faster ones, and put the slow smooth ones in the middle. (Don't shock 'em in the middle with a sudden increase in tempo!)
- 3) Pay attention to whether people are comfortable. Circulate slowly, without sudden movements to assist anyone who needs it. If you need to speak to someone directly, do so near them and very quietly.
- 4) Write out your visualization or relaxation before you begin, rather than embarrassing yourself or subjecting your group to a clumsy attempt at something that's not well thought out.

RESOURCES: Environments: The psychologically ultimate seashore and Environments: The ultimate thunderstorm Syntonic Research, Inc. Atlantic Recording Corporation; New York
Paths of Heart Produced by Mark Sloniker, P.O. Box 9032, Fort Collins, CO 80525
Canon in D for Strings and Continuo by Johann Pachelbel, RCA Records; New York FRL1-5468
Adagietto from "L'Arlesienne" by Georges Bizet, Columbia Records, New York.

ACTIVITY: MOOD MUSIC

- GOALS:**
- 1) Provide an opportunity for creative expression
 - 2) Give the group practice using communication skills
 - 3) Increase body awareness
 - 4) Explore and express different feelings

MATERIALS: Tape with several short excerpts of "mood music"; paper and drawing materials (see variation).

DIRECTIONS:

- 1) Play one excerpt of mood music and ask the group to describe the feeling(s) expressed in it. Also have them describe the quality or attitude of the music and compare it to how we hold our bodies when we feel that way.
- 2) Send part of the group to another part of the room or outside to create an expression of the feelings in the music with their bodies. Encourage them to move in different ways, use all parts of their bodies, use high middle and low space, etc.
- 3) Repeat the process until everyone, including you, is in a small group working.
- 4) When you're all finished, perform your movement/expressions for each other

VARIATIONS:

- 1) After describing the feelings, have each group work on a picture of that music/feeling without talking to each other. When everyone is finished, talk about the pictures and how you cooperated with each other to get them done.

NOTES: If the group doesn't seem to be getting anywhere with it, give them more structure to work within. Example: Everyone has to touch somewhere while they do this; or the movement has to start on one level and end on another (start low-on the ground and end high-standing up); or create a group movement/expression using your arms only.

RESOURCES: Night on Bald Mountain by Rimsky-Korsakov

"Nutcracker Suite" by Tchaikovsky

(Marche Miniature/Dance of the Sugar Plum Fairy)

Music from "2001: A Space Odyssey" by Richard Strauss

"William Tell Overture"--Finale (Rossini)

Suite for Flute and Jazz Piano by Claude Bolling Javanaise, Columbia Records; New York M33233

SOURCE:

David Madison
School Counselor
Shelby High School
1001 5th St. N.
Shelby, MT 59474

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

These activities were originally obtained from Louise Giebel, Big Sandy, MT.

THE LAST STRAW

SUICIDE PRESENTATION ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students recognize suicidal signs and to know how to seek help.

GRADE LEVEL: 7-12

GROUP SIZE: Class or small group

TIME: One hour session

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Chart paper, markers (or chalkboard), and student handouts.

SUMMARY:

This brief presentation is intended to increase students awareness of suicidal ideology, and appropriate ways to help their friends and themselves. The presentation would be most effective if used in conjunction with a class unit on suicide. Examples of collaborative efforts between a guidance department and other departments might be: A suicide unit in the health class or a suicide unit in the English class taught in conjunction with *Romeo and Juliet*.

Introduction: Briefly survey the group by asking the students to raise their hands in response to the following questions. Depending on the climate of the group, students may not feel comfortable raising their hands to questions 4 and 5. Give students the option to pass.

1. How many of you have ever known someone who talked about killing themselves?
2. How many of you have known someone who attempted suicide?
3. How many of you have known someone who committed suicide?
4. How many of you have thought of killing yourself?
5. How many of you have attempted suicide?

Most every student will have known someone who had thoughts of suicide. The survey technique illustrates to the group that thoughts of suicide are prevalent and are, therefore, important to discuss.

Ask the group the following questions. As students respond to question #2, ask a volunteer to record the responses on the chalkboard or chart paper.

1. Do you think there are more suicides in your generation, than in your parents?
2. Why do young people attempt or commit suicide?

Lead the class through a demonstration of the *Last Straw Event*. This activity was reprinted with permission from pages 69-70 of *Leading A Friends Helping Friends Peer Program* by Carol Painter (Available from Educational Media Corporation, Box 21311, Minneapolis, MN. 55421).

Begin by drawing an unhappy Karen stick figure on a chalkboard or chart paper. (See next page). Say, "As so many people do during their teenage years, Karen feels ugly, confused, lonely, and worthless." Write the words ugly, confused, lonely, and worthless next to the Karen stick figure.

First Layer: Say, "However, on top of these feelings, Karen's parents have recently gotten a divorce." Draw the first layer over Karen and write: "parents get a divorce". Ask the group how Karen might be feeling as a result of the divorce. Write their responses on the same layer. They will include feelings such as guilty, rejected, conflict, anger, loss and hurting.

Second Layer: Say, "Since what happens to people at home usually affects how they are at school, Karen acts depressed at school most of the time." Draw the second layer over Karen and write: "depressed". Say, "Since Karen is depressed so often, after awhile her friends start to back off". Write: "friends back off" on the same layer. Ask the group how Karen probably feels now. Their responses will include feelings such as rejected, isolated, loss, hurting, and lonely. Write them on the same layer.

Third Layer: Say, "When someone is really depressed, it is almost impossible to concentrate or study."

Draw the third layer over Karen and write:

"hard to study". Say, "And when it's hard to study, the next thing that usually happens is grades go down."

Write: "grades go down"

on the same layer. Ask

the group how Karen

probably feels now,

and write their

responses on the

same layer. They

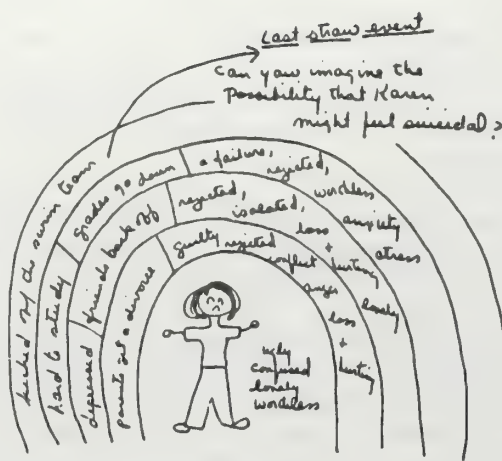
will include feelings

such as failure,

rejection,

worthlessness,

anxiety, and stress.



Fourth Layer: Say, "The situation for Karen just seems to get worse and worse, with one problem on top of another. She's starting to feel hopeless. But one thing Karen still has going for her is her pride at being on the swimming team. However, because Karen has been so depressed, she has missed a lot of practice. She also hasn't worked very hard during the practices she has attended. The next thing that happens is Karen is dropped from the swimming team." Draw the fourth layer over Karen and write: "kicked off the swim team". Say, "And this may be the LAST STRAW for Karen".

Process: Is it possible that Karen might be considering suicide? If Karen kills herself, is it because she got kicked off the swim team? We know that most suicidal individuals give clues of their suicidal thoughts. What might have been Karen's clues?

Ask students to go beyond this example and list other clues that they might look for with suicidal friends. Examples might include:

- | | |
|--|--|
| Giving possessions away | Change in goals |
| Changing their group of friends | Trouble with authorities |
| Change in eating and sleep habits | Using alcohol or other drugs |
| Acute depression | Obsessed with poetry or literature about suicide |
| Verbal clues such as "I can't take it anymore", "What's the use", "Nobody would notice if I wasn't around anymore" or "Nobody really cares". | |

Lead a mini-lecture on "What can you do to help?" Incorporate ideas such as: Listen, Be Honest, Share Feelings and Get Help. Refer to student handout attached.

Close with a discuss on - Taking Care of Ourselves. "Up to this point we have talking about what we can do for our friends who might be in need of help. But....What if you have thoughts of suicide or frequently get depressed-----What can you do for yourself?" As students give suggestions, ask a volunteer to record responses on the chart paper or chalkboard.

SOURCE:

Sherry Jones
School Counselor
Polson High School
111 4th Ave. East
Polson, MT. 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

HOW YOU CAN HELP A SUICIDAL FRIEND

If a friend of yours has threatened suicide, you may be a key to saving his or her life. Suicide can be prevented. Four steps in helping are: Listen, Be Honest, Share Feelings, and Get Help.

Step 1: LISTEN

Listening is the door-opener. When you listen carefully for the words and the feelings behind the words, you communicate two very important messages: You take your friend's problems seriously and you care enough to want to help.

The first step is often the most difficult. Asking "What's wrong?" may be met with a shrug and a muttered "Nothing". It is important not to give up at this point; your friend needs to be convinced that you really care before he or she will talk about their feelings.

Questions that truly ask for information, seek clarification, or reach out for feelings are the most effective. Once your friend starts talking, try to listen without making judgments or giving advice. Your tone should reflect your genuine sympathy and supportive feelings. Statements that begin with "Why didn't you....?" are not helpful because they steer the conversation toward blame and shut down communication. Statements such as "You'll get over it soon" imply that you don't take their problems seriously.

Be alert for words and phrases that suggest suicidal intent. Statements such as the following may be meant quite literally:

"I'd rather die than go back to school."

"I can't take it any more!"

"Everybody would be better off if I wasn't around."

The way to find out if a friend is suicidal is to ask. This will not "put the idea in his or her head." In fact, NOT talking about his or her suicidal feelings says you don't want to help and actually robs your friend of the chance to reach out and get help.

DO take seriously anyone who talks about suicide.

DO trust your intuition that your friend may be hurting and thinking of suicide.

DO listen carefully, particularly to the feelings behind the words.

DO NOT be a judgmental listener or give advice.

DO NOT try to call a bluff, daring your friend to do it.

Step 2: BE HONEST

If there is ever a time when honesty pays, it is in dealing with suicidal friends. Honesty applies particularly to feelings. If you tell your friends you're not angry when your actions show you are, they may decide that you can't be trusted. If you're scared, confused, upset, or angry about their suicidal feelings, say so.

You also have to be honest about what you will and won't do. IT IS VERY IMPORTANT TO AVOID SECRECY. Suicidal people often have very little self-esteem. Their fear of humiliation and rejection ranks with their fear of death. They don't want other people to know they're feeling suicidal. They want you to keep their secret -- at all costs!

DO NOT keep a suicide plan a secret however much a friend begs you to keep it confidential. Find out who or what your friend fears if the suicidal intentions are revealed. Then try to agree on who is "safe" and can be trusted with the information.

DO NOT wait to notify the appropriate adult. After all, it's better to risk having a friend angry with you for violating confidentiality than dead. Would you rather keep a secret or save a friend?

DO offer to go with your friend to get help. Instead of agreeing to keep the secret, suggest getting help from "safe" people who can offer help.

Step 3: SHARE FEELINGS

At times, everyone feels sad, hurt, or hopeless. You know what that's like -- share your feelings. It's okay to say directly "I feel scared by what you're telling me". DO tell your friend how you feel. Communicate your caring and that you're a safe person to talk with.

Step 4: GET HELP

DO NOT delay if the situation is critical. Get help from an adult as fast as possible. Talk to your school counselor, a teacher, a parent, or the police. If you're having trouble deciding if you should break a confidence and seek help for your friend....just think about this.

WOULD YOU RATHER KEEP A SECRET OR SAVE A FRIEND?

CIRCLE OF SUPPORT

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students identify safe people in their lives from whom they can gain needed support.

GRADE LEVEL: 7-12

GROUP SIZE: Small group or class

TIME: One hour session

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Paper, pencils and a chalkboard.

SUMMARY:

The facilitator introduces the idea of personal support systems.....the importance of having a place to be real, a place where you are safe to be just you. Ask students to identify individuals (and write their names on a sheet of paper) whom they would be comfortable doing the following with:

1. Cry in front of.....
2. Share an embarrassing experience with.....
3. Tell a secret to.....
4. Ask for help from regarding a personal problem.....
5. Share a concern with.....

Introduce the concept of "safe people". Who are safe people? How do we know someone is a safe person? Brainstorm a list of characteristics that safe people might have. Examples might include:

They listen

They share their feelings

They don't laugh at my feelings

They don't put me down

They don't tell me what to do, etc.

Ask students to refer to the list of names they identified to questions 1 through 5. Of the names listed, ask group members to select those that they feel are truly "safe people in my life". Encourage students to compare their list against the "characteristics of safe people". Ask students to write the name of their safe people on the paper and next to each name, list the characteristics they have that make them safe.

Students can share their lists without sharing the names of their safe people. Following the sharing activity, discuss with group members:

- 1) How do you ask for help when you need it?
- 2) How can you increase the support available to you?

Be sure to talk about any crisis hot lines or services available in your community. An example of a national hot line (available to anyone) is the Boys Town Hot Line in Nebraska. (1-800-448-3000).

SOURCE:

Jerry Moe

Sierra Tucson

16500 No. Lago Del Oro Pkwy.

Tucson, AZ. 85718

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

This activity was adapted from a presentation given at the 1992 National Student Assistance Conference in Kansas City, MO.

AIDS EPIDEMIC

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students gain an understanding of AIDS, how it is contracted and what the implications are.

GRADE LEVEL: 11-12

GROUP SIZE: Class

TIME: One 50 min. period

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Poster and statistics available from Center for Disease Control, OD/OPS/MASO, 1/B49, Mailstop A-22, Atlanta, GA 30333.

SUMMARY:

Algebra II students are involved in this activity when their class has completed the chapter on arithmetic and geometric sequences and series. Teachers use it as a review and application of concepts presented during the chapter.

The data on the course of the epidemic is presented. General information on symptoms, the spread of the disease, and student generated questions are discussed.

A variety of questions (see below) are then posed which require an application of math concepts to the statistics of the epidemic. If the counselor does not have the math training necessary to deal with the questions, a team-teaching approach would be necessary.

SOURCE:

LeRoy Logterman
School Counselor
Bozeman High School
205 No. 11th
Bozeman, MT 59715

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

MATHEMATICS AND THE AIDS EPIDEMIC

The AIDS epidemic can provide some interesting applications;of arithmetic and geometric sequences or series. There is some disagreement over how AIDS is spread and what causes the disease once the virus is contracted, but these facts are available from the Center for Disease Control (CDC) or our library.

- 1. The CDC reported just over 1,000 persons had AIDS in 1983.
- 2. The CDC reported the following cumulative totals:

<u>Year</u>	<u>AIDS Cases</u>	<u>Deaths</u>
1986	29,000	16,000
1987	50,000	28,000
1988	85,000	49,000
1989	118,000	70,000
1990	161,000	101,000

- 3. The CDC estimates that just over one million persons have the AIDS virus but have not yet developed the disease.
- 4. The incubation period for the disease averages about 8 years.
- 5. 23,000 persons have been tested for AIDS in Montana and 272 have tested positive to the virus. As of 11/30/90, there have been 54 reported cases of the disease and 29 deaths among Montana residents.
- 6. It is possible for a person with the AIDS virus to appear healthy, to infect someone else, for that person to become ill and die, and for the carrier to live on infecting others.

RELATED QUESTIONS

- 1. Assuming the epidemic is an arithmetic sequence, use the 1983 and 1986 data to calculate the number of cases through 1990.
- 2. Repeat the above assuming the epidemic is a geometric sequence.
- 3. Suppose the total number of AIDS cases continues to grow at the rate of the last three years (about 37,000 per year). Suppose also that no preventive vaccine is found and that further educational efforts do not effect this rate. How many AIDS cases will have been reported by the end of 1993? 1999?
- 4. Suppose the epidemic begins to spread dramatically within the heterosexual population and that the number of reported cases begins to double every two years. How many cases will there be by the end of 1999?
- 5. Suppose that the average AIDS patient will use medical services costing \$60,000. What will be the total medical cost of the AIDS epidemic if the projection for 1999 in exercise #4 is accurate?
- 6. Suppose that there are 37,000 new AIDS cases in 1991 and that the medical cost of each is \$60,000. Assume also that during the remainder of the decade there continues to be 37,000 new cases annually, but medical costs climb by 6% yearly. What will be the medical cost of the epidemic through 1999?

SELF CARE BAGS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To teach students self-care skills.

GRADE LEVEL: 7-12

TIME: One hour session

MATERIALS NEEDED: Brown paper bags, markers, index cards, and a chalkboard.

GROUP SIZE: Small group or class

SPACE REQUIRED: Classroom

SUMMARY:

As a facilitator of a group, we cannot change what happened to our students in the past, we can give them a way to re-define it and skills to cope with it. This self-care activity could be an important element in any support group. We should not assume that kids know how to take care of themselves.

PROCEDURE: Ask if any students can hum the lyrics to the Jeopardy theme song. (Most all will). Allow them to demonstrate. Explain to the group that today you are going to talk about Self-Care. Ask the question: Why is self-care a jeopardy game? (Because if you're not taking care of yourself, then you're in jeopardy). Write the four components of self-care on the chalkboard:

BODY, MIND, FEELINGS, NEED FOR FUN

Ask the group to brainstorm ways to take care of their body, mind, feelings, and need for fun. List the ideas on the chalkboard. Examples might include:

BODY

eat healthy
exercise
sleep
rest and relax

MIND

read
think
meditate

FEELINGS

feelings are OK
talk about feelings
listen to feelings
call a friend

NEED FOR FUN

play
laugh
sing

ACTIVITY: Give each member a brown paper bag and markers. Ask them to put their name on the bag, title it "Self-Care Bag" and decorate it in anyway they choose.

Once the bag is ready, give each student 8-10 index cards. Ask them to select 3 to 4 ideas from each of the 4 self-care categories (body, mind, feelings, need for fun), that they feel will work for them, and write the ideas (one on each side) of an index card. The idea is: Whenever they need "nurturing" they can reach into their Self-Care Bag for an idea. Encourage students to use their Self-Care Bags, and remind them that self-care is something they need to do for themselves everyday. It is a necessary maintenance for good mental health.

Summarize with an analogy to an automobile. Example: Visualize that the 4 areas represent 4 wheels on an automobile. When everything is balanced, you can cruise. This doesn't imply that you may not have to swerve or back-up or turn around. But can you cruise with just 3 wheels? Or what if one tire is low on air, etc?

SOURCE:

Jerry Moe
Sierra Tucson
16500 No. Lago Del Oro Pkwy.
Tucson, AZ 85718

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

This activity was presented at the 1992 National Student Assistance Conference in Kansas City, MO.

PARTING IS SUCH SWEET SORROW

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help seniors recognize and deal with the changes they may experience after graduation.

GRADE LEVEL: 12

GROUP SIZE: Class

TIME: 1 class period

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Counselor Care Kit (see below) and copy of "All I Really Need to Know I Learned in Kindergarten" by Robert Fulghum.

SUMMARY:

Prepare "Counselor Care Kits" for each senior. Assemble the following in a plastic sandwich baggie:

- | | |
|----------------------------------|------------------|
| 1 band-aid | 1 rubber band |
| 1 Hug Coupon | 1 cotton ball |
| 1 quote | 1 Kleenex tissue |
| 1 copy of "Counselor's Care Kit" | |

Following is an example of the Hug Coupon, quote and "Counselor's Care Kit".

COUPON

+++++

This Entitles Bearer To

ONE HUG

from any Participating Human Being

TIME

"The time to relax is when you don't have time for it".

Sidney Harris

"This instant is the only time there is".

Gerald Jampolsky, M.D.

Counselor Care Kit

Rubber Band - To remind you of hugging. Hugging makes impossible days possible, requires no special equipment, opens doors to feelings, and fills up empty places in our lives.

Cotton Ball - to bring gentle comfort when the world seems cold.

Kleenex - to dry another's tears, or to dry your own - so you see the tears of others.

Band Aid - To remind you of healing, perhaps hurt feelings of your own or someone else.

Some Quotes - To provoke some thoughts on TIME.

All is given in a Sandwich Bag, for it holds food for thought, to be tasted and shared with others.

The following classroom activity preferably would take place in regular senior classes, with 20-25 students, toward the end of second semester. The classroom activity will provide the counselor with an opportunity to take care of last minute details i.e., final senior post-secondary plans, compiling lists of scholarships and awards, and requests for final transcripts.

But most importantly, the activity raises the issue of impending change. Graduation from high school implies a significant CHANGE for seniors that will likely occur within the next 30 days to 6 months. Even positive experiences of change like losing weight, going on vacation and graduating from high school, can cause feelings of ambivalence and stress, and even grief at the loss of what was.

In relation to graduation, seniors may experience

- loss of identity and security
- loss of self as previously known for the past 12 years
- loss of network of friends
- change in living arrangements
- change in family relationships
- difficulty with total independence and responsibility for self

So frequently, seniors anxiously await graduation with such great anticipation that they overlook the major changes that they will be experiencing. This activity encourages a healthy discussion of the impending changes.

ACTIVITY: Lead a discussion on: What will graduation mean for you? What feelings might you expect? How will graduation affect your relationship with family and friends? How will it affect your identity? (It's important to point out the sense of loss, but also the notion that graduation is a "mark of change." With that change, the slate can be wiped clean and a fresh start may "commence".

Ask students to generate a list of skills they will need for independent living. Examples might include:

- * time management
- * self-discipline, self-responsibility
- * problem solving
- * dealing responsibly in social situations
- * money management
- * personal health

(If they haven't already) Encourage students to begin planning for their independence by:

- * setting their own alarm clock
- * learning to wash, iron and mend their clothes
- * managing their money by setting up a budget
- * talking to parents about what to expect financially next year
- * learning time management skills

Divide students into groups of 3-4. Ask each student individually to make a list of (1) those things they will miss about high school (family, friends, activities, etc.) and (2) those things that they look forward to. After the individual lists are completed, ask students to share and discuss their lists within the small groups.

Summarize group reactions and thoughts. Close the activity by reading "All I Really Need to Know I Learned in Kindergarten" by Robert Fulghum. Distribute and explain Counselor Care Kits.

SOURCE:

Sherry Jones
School Counselor
Polson High School
111 4th Ave. E.
Polson, MT 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

This idea was adapted from a presentation given at the 1992 AACD Convention in Baltimore, MD.

ALL I REALLY NEED TO KNOW I LEARNED IN KINDERGARTEN

Most of what I really need to know about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandpile at Sunday school. These are the things I learned:

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat.

Flush.

Warm cookies and cold milk are good for you.

Live a balanced life—learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon.

When you go out into the world, watch out for traffic, hold hands and stick together.

Be aware of wonder.

—ROBERT FULGHUM—

COPING WITH DEATH

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students heal and work through their anger and sadness due to a death.

GRADE LEVEL: 6-12

GROUP SIZE: Individual or small group

TIME: Varies

SPACE REQUIRED: Office or classroom

MATERIALS NEEDED: NA

SUMMARY:

More and more teens have to face death today. Murders, suicides, terminal illness, accidents, and AIDS touch the lives of a great many young people. Encourage students to be patient with themselves. The grieving process takes years and they shouldn't expect to feel happy and back to normal in a few weeks. Emotions about death can come flashing back, triggered by people, places and special calendar dates.

Listed below are creative ways to help teens heal and work through their anger and sadness. The ideas could be used during individual counseling sessions or as a resource to teens or parents.

1. Keep a journal or diary. Jot down favorite memories, good times and favorite sayings of the person who died. Keep a record of your ups and downs, strong emotions, present and past memories, and hopes for the future. This can be a therapeutic way to work through feelings.
2. Write a letter to the person who died. This is a way to release emotions such as: love, anger, confusion, guilt, longing, regret, or fear relating to the death. The letter may be torn up or kept in a private place.
3. Sharing feelings with family members. Talk about your thoughts and feelings and ask for theirs. Remember people grieve at their own pace and in their own way. They may not be ready to talk to you.
4. Join a support group. Counseling centers, hospitals and schools often have groups that meet regularly. Talking with others who have been through similar grief can help you work through your own feelings.
5. Take care of yourself. Keep up with your regular activities. Exercise and sports can help you work out strong emotions.
6. Do something special to help remember the deceased. Making a scrapbook of pictures and memorabilia can be a project that will help with the grieving process. Looking at the pictures will bring back memories. Putting it into a book can make a permanent remembrance.
7. Visit the grave. Going to the cemetery and grave site can give a feeling of closeness to teens. Holding a one-sided conversation with the dead person may help to alleviate guilt feelings and anger, as well as, gain a sense of closeness.
8. Set up a memorial for the dead person. This can be simply be planting a tree or other plant in a special place in honor of the loved one.

SOURCE:

PIC Newsletter
Mar*Co Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

DEFENSES

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students identify defensive behaviors and to learn appropriate ways to express feelings.

GRADE LEVEL: 9 - 12

GROUP SIZE: 6 - 10

TIME: 50 minutes

SPACE REQUIRED: Group area

MATERIALS NEEDED: "Defenses" Handout.

SUMMARY:

The following activity could be adapted to a variety of group counseling situations. The DEFENSES activity encourages group members to look at their defensive behaviors and the feelings behind those behaviors. Once the feelings are identified, the students are encouraged to use an open, honest expression of feelings.

PROCEDURE:

The leader shares a story from their past; a story of when they made a mistake and felt guilty, inadequate, lonely, etc. and covered the feelings up with a defense like explaining, anger, projecting, etc.

Group members share a similar experience from their past when they "messed up" and what it felt like. Leader needs to ask critical questions such as:

What did you do after you messed up?

What did you feel?

Why did you feel that way?

Pass out "Defenses Handout" and have the members identify the defenses they used in each story.

Stress: -defenses are normal and healthy except when overused

-honest expression of feelings is most beneficial to relationships

Discuss other people (without use of names) who the members see as "superior" "stubborn", etc. and how we would see them if they would express their feelings honestly.

Practice honest expression of feelings.

SOURCE:

David Madison
School Counselor
Shelby High School
1001 5th St. N.
Shelby, MT 59474

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

DEFENSES**AS OTHERS SEE US****POSSIBLE HIDDEN
FEELINGS**

Explaining
Justify
Intellectualize
Rationalize
Minimize
Theorize
Analyze
Switch
Generalize

Superior
Arrogant
Controlled
Manipulative

Glaring
Disagree
Sarcasm
Threatening
Attacking

Stubborn
Defiant
Hostile
Angry

Inadequate
Angry
Sad
Afraid
Loneliness
Ashamed
Hurt
Guilty

Agreeing
Flattering
Joking
Smiling
Apologetic

People-Pleaser
Nice Guy
Wishy-Washy
Phoney

Minimizing
Evading
Switching-Shifting
Silence
Withdrawing
Running-Away

Aloof
Indifferent
Rejecting
Sullen
Suspicious

Projecting
Critical
Rationalizing
Judgmental
Justifying
Attacking
Excuses

Angry
Resentful
Intolerant
Martyr
Self-Pity

KILLER STATEMENTS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students recognize the negative effect of put-downs and to learn how to offer constructive criticism.

GRADE LEVEL: 7-12

GROUP SIZE: Class

TIME: 1 class period

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Blank slips of paper and pencils.

SUMMARY:

The facilitator opens a discussion to determine what "constructive criticism" means and what purpose it serves. Group members are guided to see that useful criticism of someone's actions means simply pointing out in a gentle, positive manner how one can improve, strengthen, or benefit from constructive suggestions. When a person offering criticism does so with the intention of being helpful and encouraging, the suggestion is more easily heard. When offering criticism, it is important for group members to ask permission, and to point out the possible benefits of making certain behavior changes.

Frequently, critical comments are made without loving intention. These "killer statements" or "put-downs" are distinguished from constructive criticism in that they often attack the person involved and don't focus on behavior which can be changed. Group members are asked to write "killer statements" on the slips of paper provided, one per paper. The facilitator gives samples such as:

1. "How stupid can you get?"
2. "I cannot believe you did that!"
3. "Couldn't you think of anything else but that?"
4. "He thinks you're a jerk."

The "killer statements" are collected. Group members each draw one and take turns reading them to the group and telling how it would feel to have the comments directed toward them. Members develop alternate ways of letting someone know a behavior change might be beneficial. They are guided to remember to: (1) ask permission, (2) focus on behavior which could be changed and the benefits of the change, and (3) make sure their intention is to be helpful. For example:

KILLER STATEMENT: "Grow up, Carol!"

CONSTRUCTIVE CRITICISM: "Could I make a suggestion, Carol? (permission) Have you considered trying something other than crying? You could tell Janet she hurt your feelings when she teases you. (behavior change) She might stop teasing you if she really knew how much it affected you." (possible benefit)

SOURCE:

BELONGING
2960 Hank Hill Lane
San Luis Obispo, CA 93405

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

This activity was reprinted by permission from *BELONGING* by Jayne Devencenzi and Swan Pendergast.

LOST ON THE MOON

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To demonstrate tolerance and flexibility in interpersonal relationships and group interaction.

GRADE LEVEL: 9 - 12

GROUP SIZE: Class

TIME: 45 - 60 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of "Individual NASA Worksheet" and "Group NASA Worksheet".

SUMMARY:

The following activity allows students to participate in an experiential learning activity that illustrates the following concept: Individual goals must sometimes be compromised in order to reach group goals.

PROCEDURE:

1. Give each student a copy of the "Individual NASA" worksheet and allow 15 minutes to complete the exercise.
2. Form groups of 6 to 12 students and select one to be the group recorder. (The recorder participates in the exercise.)
3. Give each group one group worksheet with the following instructions:
 - A. Students are not to change any answers on their individual sheets as a result of the group discussions.
 - B. The recorder is to record group consensus on this sheet.
 - C. Groups will have 30 minutes to complete the "Group NASA" worksheet.
4. Give groups the correct answers. (NASA Answer Sheet: next page). Have groups determine individual and group scores. (Number correct).
5. Discussion: What were the results? Did individuals or groups receive the best scores? Did individuals have to compromise their goals in order to reach the group goals?

SOURCE:

Nebraska Career Guidance
Program Handbook
State Dept. of Education
301 Centennial Mall So.
Lincoln, NE 68509

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

Resources: Adapted from Handbook of Structured Experience for Human Relations Training, Pfeiffer and Jones.

NASA ANSWER SHEET

RATIONALE:

No oxygen

Can live for some time without food

For travel over rough terrain

Carrying

Lighted side of moon is hot

Some use for propulsion

Needs H₂O to work

No air on moon

Needed for navigation

Some value for shelter or carrying

Useless; probably no magnetized poles

You can't live long without this

No oxygen

First aid kit might be needed but
needles are useless

Communication

CORRECT NUMBER:

____ 15 ____ Box of matches

____ 4 ____ Food concentrate

____ 6 ____ 50 feet of nylon rope

____ 8 ____ Parachute silk

____ 13 ____ Portable heating unit

____ 11 ____ Two .45 caliber pistols

____ 12 ____ One case dehydrated Pet milk

____ 1 ____ Two 100-lb. tanks of oxygen

____ 3 ____ Stellar map (of the moon's constellation)

____ 9 ____ Life raft

____ 14 ____ Magnetic compass

____ 2 ____ 5 gallons of water

____ 10 ____ Signal flares

____ 7 ____ First aid kit containing injection needles

____ 5 ____ Solar-powered FM receiver-transmitter

INDIVIDUAL NASA WORKSHEET

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged, and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 -mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important. You have 15 minutes to complete this phase of the exercise.

- _____ Box of matches
- _____ Food concentrate
- _____ 50 feet of nylon rope
- _____ Parachute silk
- _____ Portable heating unit
- _____ Two .45 caliber pistols
- _____ One case dehydrated Pet milk
- _____ Steller map (of the moon's constellation)
- _____ Life raft
- _____ Magnetic compass
- _____ 5 gallons of water
- _____ Signal flares
- _____ First aid kit containing injection needles
- _____ Solar-powered FM receiver-transmitter

GROUP NASA WORKSHEET

INSTRUCTIONS: This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading-in, in order to reach your decision.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

_____ Box of matches

_____ Food concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ Two .45 caliber pistols

_____ One case dehydrated Pet milk

_____ Two 100-lb. tanks of oxygen

_____ Stellar map (of the moon's constellation)

_____ Life raft

_____ Magnetic compass

_____ 5 gallons of water

_____ Signal flares

_____ First aid kit containing injection needles

_____ Solar-powered FM receiver-transmitter

SHAPING UP

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To illustrate the difference between one-way and two-way communication.

GRADE LEVEL: 6 - 12

GROUP SIZE: Class

TIME: 45 - 60 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Duplicated copies of "Shaping Up A" and "Shaping Up B", paper and pencils.

SUMMARY:

Introduction: Begin by saying "Effective communication is sometimes determined by how well we follow directions. Today we are going to participate in an activity that will illustrate this".

ACTIVITY: Divide students into pairs. Give students the following instructions:

1. Sit back-to-back with your partner.
2. Decide who will be the "instructor" and who will be the "listener."
3. (Distribute handout "Shaping Up A" to each instructor) The instructor will describe the design on his or her paper verbally.
4. On a blank sheet of paper the listener tries to reproduce the design, based on the instructions given. The listener may not ask any questions.
5. When you have finished, compare your designs.

Do a quick survey of how many pairs had the activity correct (generally very few do). The counselor should lead a group discussion which might ask questions such as: "listener" how were you feeling about yourself? Toward your "instructor"? "Instructor" how were you feeling during the activity? What helped or hindered this activity?

Have each paired group switch roles and distribute handout "Shaping Up B" to the new instructor. Have students repeat with the activity, but this time the "listener" can ask questions and request clarification of directions. Once the activity is completed, compile the number of correct designs, (You should see a significant difference) and process the activity as before.

FOLLOW-UP ACTIVITY: Ask the students to think about a personal experience where they either misunderstood an event or were misunderstood by someone else. Discuss and process. Most usually, the misunderstandings could have been avoided if they had taken time to carry on a "two-way" conversation.

SOURCE:

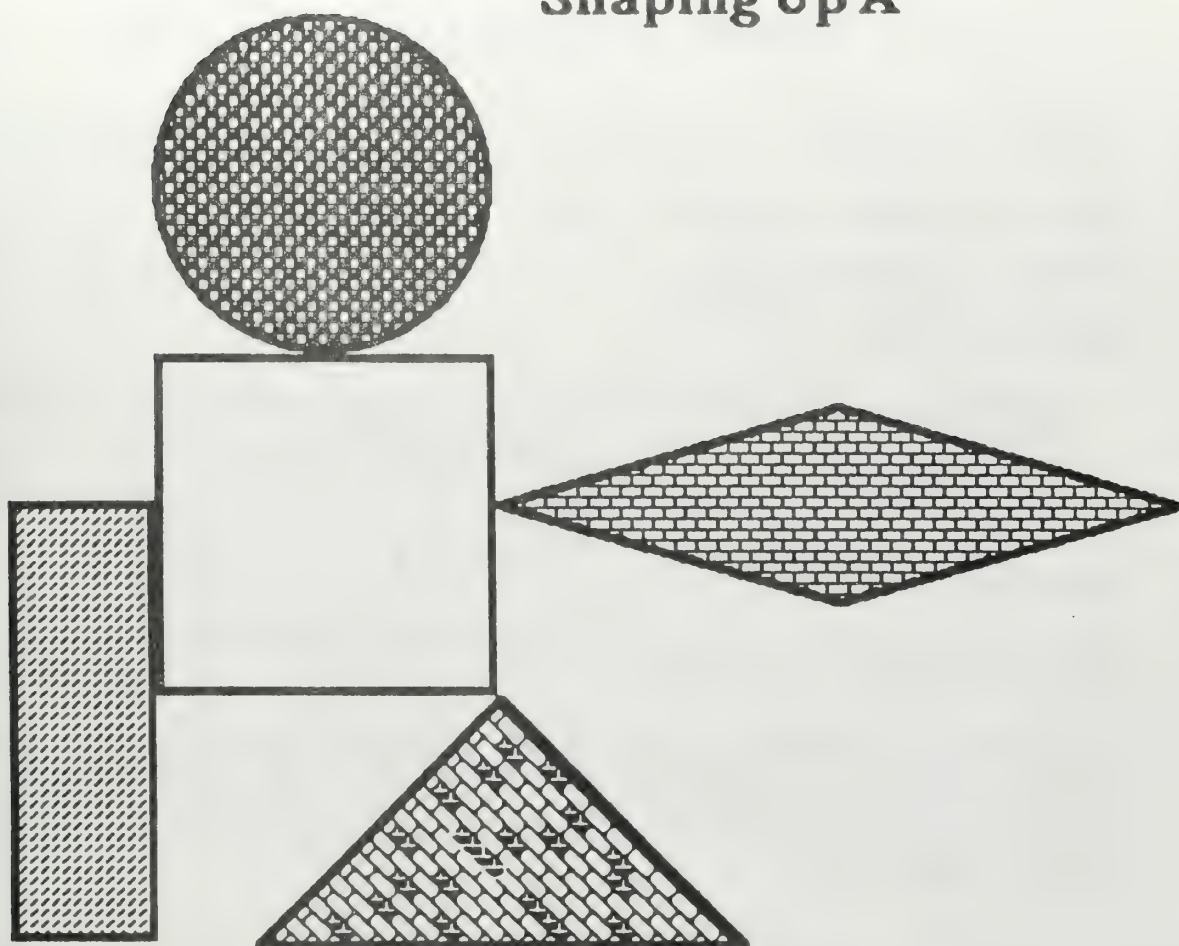
Adapted from:

Impact Curriculum
Orange Co. Public Schools
445 West Amelia Street
Orlando, FL 32801-1127

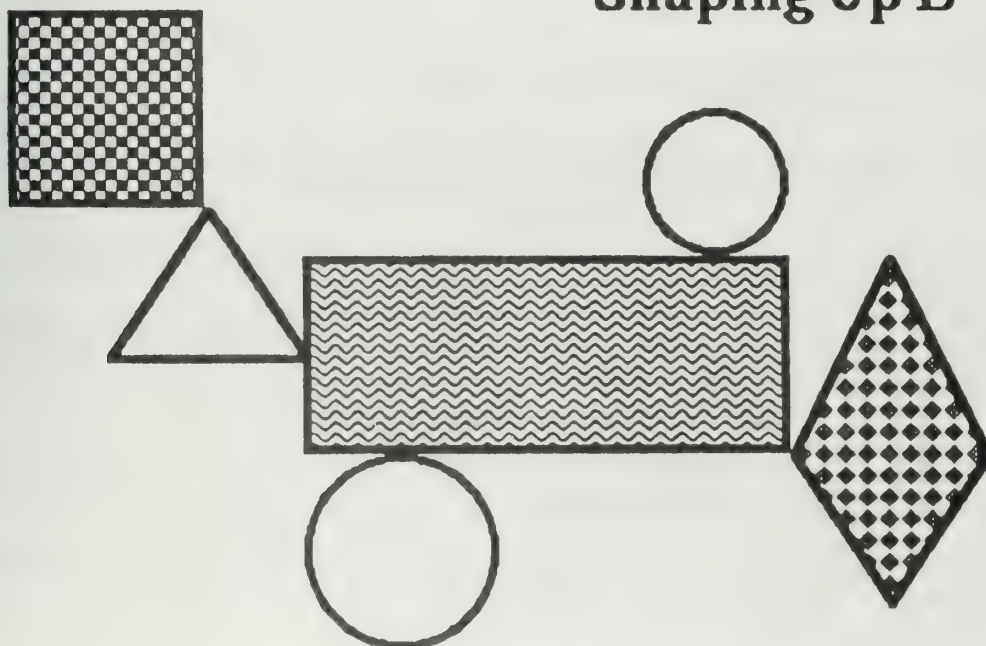
DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

Shaping Up A



Shaping Up B



TEAM BUILDING ROLES

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To increase awareness of communication styles and their impact on interpersonal relationships.

GRADE LEVEL: 9-12

GROUP SIZE: Class

TIME: 1 class period

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Chalkboard or flipchart.

SUMMARY:

Divide the group into triads with chairs arranged so that they are facing each other. Begin with a warm-up exercise so that the group will reach a comfort level.

Begin the exercise by assigning each person in the group an identification letter A, B, or C. This facilitates giving directions. Assign the roles they will play, BLAMER, PLACATER, COMPUTER, OR DIGRESSER. Write these on the chalkboard or flipchart. A role will be assigned to each letter. Example: A, will play the role of the BLAMER; B, the PLACATER; and C, the COMPUTER. One role, the DIGRESSER, is rotated so that observations can be made as to the addition or deletion of that role.

BLAMER: A person who never takes personal responsibility, but always puts the blame on someone and something else.

PLACATER: A person who gives in easily, is passive and non-assertive. Whatever suits everybody else suits this person.

COMPUTER: A person who absorbs the data and makes logical decisions. This person wants no funny business and is very serious.

DIGRESSER: A person who seems unable to keep on task. This person always has something else to talk about and continually interrupts the group with his/her own agenda.

When at least four rounds are completed, instruct participants to move into a large circle and discuss what happened. Use lead questions such as:

- What did you see happening to communication in your group?
- Who took the lead in making something happen?
- Who was the hardest to work with?
- Who seemed indispensable?
- Who would you most like to do without?
- Which role do you, personally, find yourself playing?

Ask for ideas about improving communication in their everyday lives. Choose a topic for discussion. The topic should be of immediate concern so the group works well. Example:

Where shall we eat lunch today?

Where shall we hold the class (staff) picnic?

After assigning the roles for the first round, give participants about 3 minutes to discuss the topic applying strictly to their assigned role.

Reassign roles to other group members. Example: A- PLACATER; B- COMPUTER; C- DIGRESSER. Use the same topic so that comparisons can be made of the role response. Continue to shift to other roles according to the grid below.

ORDER OF ASSIGNMENTS:

Rounds				
A	3	1	4	2
B	2	4	3	1
C	1	3	2	4

Although this exercise has been used by many leaders, the originator was Virginia Satir.

SOURCE:

MarCo Products Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

This activity was reprinted with permission from *102 Tools for Teachers and Counselors Too* by Mary Joe Hannaford, (1991) pages 98-99.

HEADBANDS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students recognize how their actions, behavior and comments may affect others.

GRADE LEVEL: 6-12

GROUP SIZE: Class

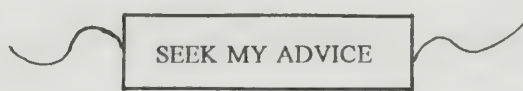
TIME: 20-45 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Heavy paper, string and markers.

SUMMARY:

PREPARATION: The facilitator should make a band from the heavy paper that can be worn over the forehead and tied around the back of the head with the string, as a headband. Write the roles on the paper using a marker.



ADMINISTRATION:

1. The facilitator should pick at least 1 observer per group (possibly one who has done this exercise) and review observation/feedback techniques.
2. The facilitator should instruct the participants not to look at the roles indicated on their own headband.
3. The facilitator should name a discussion topic such as "How to overcome apathy in our school" and indicate that they have 10 minutes to come up with some solutions to the problem.
4. During the group discussion, participants should react to the person speaking according to what is written on the headband of the person speaking. (Ex: John makes a comment and his headband reads "Laugh at what I say." Then the others in the group should laugh every time John says something.)
5. After 10 minutes call a halt to discussion.

PROCESSING: This is the most important part of any role play and should be given about 10 minutes.

1. Facilitators should ask participants to guess what was written on their headbands based on how they were treated during the discussion by the group.
2. Observers should report how the participants reacted during the discussion, reviewing both verbal and nonverbal signals.
3. The facilitator should lead a discussion on how it felt to be treated as they were by the group.

DISCUSSION:

1. Did you figure out what your headband said? That is not the point of this exercise though.
2. How did you feel when others treated you as they were indicated to do?
3. How did you feel treating others as you were instructed to do?
4. Do we sometimes consciously or unconsciously treat others like we did here?
5. What effect would it have on a person to always be ignored or agreed with, or whatever?
6. How should we respond to others when they are talking?
7. What would be best for good communication skills?

ROLES FOR HEADBANDS:

1. LAUGH.
2. TREAT ME AS A LEADER.
3. SHOW DISGUST AT WHAT I SAY.
4. AGREE WITH MY COMMENTS.
5. DISAGREE WITH MY COMMENTS.
6. TURN YOUR CHAIRS AWAY FROM ME.
7. DON'T LISTEN TO ME.
8. SEEK MY ADVICE.
9. BE FRIENDLY TO ME.

PROCESS OBSERVER:

Directions: Your job is to observe the group as it works. Try to keep your eyes on how the group functions and what individuals do and say to help the group; with its task. Resist the temptation to become involved with the task itself. Familiarize yourself with the items below so that you will have specific things to watch for. If there is more than one process observer you may wish to divide the items among you. At the end of the task, you will be asked to report on questions below. On a separate piece of paper, list each of the group members' names, leaving a space for individually directed positive feedback.

1. What was the atmosphere in which the group worked (joyful, frivolous, tense, excited)?
2. How did the group reach decisions?
3. How did the group handle conflict (humor, sarcasm, open, confronting, shouting, withdrawing)?
4. To what extent were the members of the group involved in the task? Were there any procedures which helped get people involved?
5. How did the group treat male/female differences?
6. How did the group decide who would speak and when?
7. How well did the group members listen to each other?
8. Were there any leaders? How did they arise?
9. How did the group delegate responsibility?

SOURCE:

Leadership Curriculum Guide
National Association of Secondary
School Principals
1904 Association Dr.
Reston, VA 22091

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
Responsive Services
System Support

This activity was reprinted with permission from the National Association of Secondary School Principal's publication *Leadership Curriculum Guide* (1985).

LISTENING FILTERS

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students identify bias and prejudices that maybe interfering with their interpersonal relationships.

GRADE LEVEL: 9-12

GROUP SIZE: Class

TIME: 2 sessions, each 50 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Paper, pencils, and headbands for role play.

SUMMARY:

SESSION I: Introduce the concept of listening as a communication tool. Ask students questions such as: Are you a good listener? What qualities does a good listener have? What are the benefits of being a good listener?

Present a mini-lecture which includes the following ideas:

- * We assume that because we've been listening to others most of our lives that we are good listeners.....but do you really hear what they say?
- * The art of listening is a skill. We are not born "good listeners". We learn how to be "good listeners".
- *To truly listen you have to not only hear what the person is saying, but listen to the feelings behind the words.
- *Most people listen only with their ears. Too few listen with their hearts, as well.

Read *Erma's Story* - A story written and experienced by Erma Bombeck.

Erma had a hard week, and up until the time she was to go to the airport the day had been one in which she had been besieged by what she called assaults on her ears. She was ready to be alone, to relax and read, while she waited to board the plane. As she settled into her book, she heard a voice next to her, belonging to an elderly woman, saying, "I'll bet it's cold in Chicago." Without smiling, Erma returned flat, clipped responses to what the woman said. Nevertheless, the woman continued talking, soon unfolding that she was taking her husband's body to Chicago to be buried. After fifty-three years of marriage, he had suddenly died. With a start, Erma's heart woke up. She realized another human being was screaming to be heard and in desperation had turned to any stranger. This woman wasn't asking for advice, information, or even consolation. She wanted a living person just to be willing to be "present" while she talked. The woman talked numbly and steadily until it was time to board the plane. Then she moved on to find her seat in another section. As Erma hung up her coat, she heard the woman's plaintive voice say to her new seat companion, "I'll bet it's cold in Chicago." Erma prayed, "Please God, let her listen."

Continue with mini-lecture: So how do you become a better listener? How do you listen with your heart, as well as, your ears? One listening skill is BEING AWARE OF YOUR LISTENING FILTERS. Key ideas to present: *A filter is a device that strains out something, allowing some, but not all, of what is being filtered to pass through.

- *A filter may become clogged, preventing anything at all from flowing through.
- *There are filters in our heads and hearts that sort, strain, and distort what we hear or see.
- *These human filters are made of experiences, knowledge, biases, and values.
- *These filters may become clogged - preventing us from truly listening to what is being said and impairing our communication skills.
- *Bias, prejudices and stereotypes are an example of "things" that clog our listening filters.

ACTIVITY: Headbands. This is a role play activity which illustrates the impact that stereotypes and prejudices have on our ability to communicate. Refer to Headbands Activity in the high school section of this guide.

SESSION II: On slips of paper, write prejudices or stereotypes, typical of your area. Examples might include: My parents are divorced. I am a Black. I am a Native American. My parents never went to

college. My parent is a lawyer. My parent is a police officer. My parents have doctoral degrees. I get straight A's. I am on the Speech Team. I am a cheerleader, etc. Select five of the prejudices you wish to use for the following activity.

ACTIVITY: Ask for five student volunteers. Each student is to read the statement on their slip of paper and to assume that role for the remainder of the activity. As each student volunteer speaks, the class writes on a sheet of paper, the first five descriptive responses they think of about the person. Example: I get straight A's. Five impressions might be: teachers pet, boring, studies all the time, a preppie, conceited.

Once this part of the activity is completed, ask the class to share their first impressions. The five volunteers have maintained their assumed roles and are asked to respond to the feedback they get from the class. This should illustrate the hurt feelings, and misunderstandings generated by prejudicial beliefs.

Divide the class into groups of four. Explain that you are going to take a look at how sex stereotyping affects us. Each group will receive a sheet of newsprint. On one half of the sheet, a group recorder writes "All men are" - five times. On the second half of the sheet, the group recorder writes, "All women are" - five times.

Examples:	All men are	All women are
	All men are	All women are
	All men are	All women are
	All men are	All women are
	All men are	All women are

Ask the class to brainstorm a list of typical stereotypes held about the different sexes. As the students respond, write their ideas on the chalkboard. Examples might include: forgetful, insensitive, bad drivers, emotional, preoccupied with sex, manipulative, weak, strong, intelligent, etc.

Task: Each group of four must come to a group consensus and list what they feel are commonly held stereotypes for each sex. Listing the stereotype next to statement on their newsprint. Example: All men are forgetful. The groups are not limited to the brainstormed list on the chalkboard.

Process the activity. It should be lively and enlightening for the groups. Ask questions like: How did it feel to hear "All men are....." or "All women are.....?" Relate the stereotypes to careers and academic achievement.

How do stereotypes effect individual choices to take math or science or to enter non-traditional careers?

Ask the class to make a list of stereotypes that are common in their school and community. List the responses on the chalkboard. On a blank sheet of paper, ask each student to refer to the list on the chalkboard and then:

- 1) Make a list of the stereotypes that you individually hold.
- 2) Make a list of the stereotypes that you feel you are stereotyped as.
- 3) Make a list of the stereotypes that make you angry or that you feel are unfair.

Have students return to their small groups to share their responses. After which, as a group, they are to respond to the following questions:

- 1) What effect do stereotypes/prejudices have on those being stereotyped?
- 2) What effect do stereotypes/prejudices have on those who hold the stereotype?
- 3) How do stereotypes/prejudices affect our ability to communicate?
- 4) Do you think stereotypes can be positive?

Ask each group to share their responses with the entire class. Summarize activity with key points, such as:

- *A major barrier to hearing what a person is saying is the tendency to label and/or judge.
- *Our own value system can greatly affect how we perceive the person who is talking and how well we will listen.

SOURCE:

Sherry Jones
School Counselor
Polson High School
111 4th Ave. E
Polson, MT. 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

COOPERATION SQUARES

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To help students recognize behaviors which contribute to or hinder group cooperation.

GRADE LEVEL: 9 - 12

GROUP SIZE: Class

TIME: 45 - 60 minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: One set of broken squares (prepared according to directions below) for each group of five participants, and a table that will seat five participants is needed for each group.

SUMMARY:

INTRODUCTION: Begin with a discussion about cooperation - How it affects our communication and problem solving abilities. Tell the students that they are going to engage in an experiment which will reveal information about their problem solving skills.

Divide the class into groups of 5 students each. Extra students can be assigned to be the observers. Privately tell the observers their task is to:

Observe the group interaction. Who is willing to give away puzzle pieces? Who gets frustrated and gives up easily? Does anyone finish his/her puzzle and then withdraw from the group activity? What is the turning point for the group? Does anyone tend to violate the rules to accomplish their goal?

Give the following instruction to the class.

1. Each member of your group will be given an envelope. The envelope contains pieces of a puzzle to form a square.
2. The exercise is completed when each member of your group has constructed a square.
3. Each member must construct his/her own square in front of his/her without direction or suggestion from any other group members.
4. No member is to talk or to make non-verbal signals to any other member during the exercise.
5. Members may give pieces to other members, but cannot take pieces that have not been offered to them.
6. Any member may give any his/her puzzle pieces to another member, but cannot fit them into the other member's square.

Instruct the groups to begin. The counselor and observers should monitor the groups during the activity to enforce rules and make written observations. When the groups have completed their tasks, ask the observers to report their observations.

Discuss the activity. Questions might include:

What were you feeling during the activity?

What had to happen to get the task completed?

What does this activity say about your style of cooperation? Leadership? Problem Solving Skills?

Does the way you responded in this group activity reflect the way you work in the real world?

SOURCE:

Adapted from:

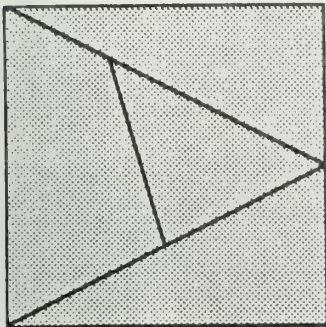
Impact Curriculum
Orange Co. Public Schools
445 West Amelia St.
Orlando, FL 32802-0271

DELIVERY METHOD:

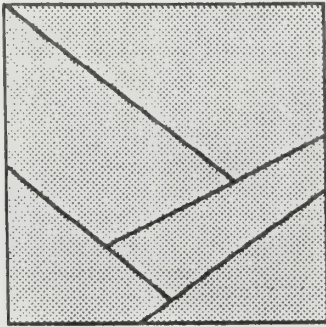
- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

PREPARATIONS: Enlarge squares (approximately 8" x 8") and cut pieces from tag board. Make enough squares for each student in your class. Once a set of 5 squares is completed, mix the pieces, and put 5 different pieces in each envelope. You will need 1 set of squares (5 puzzles) for each group of 5 students in your class.

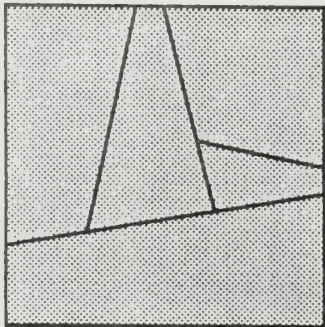
Square 1



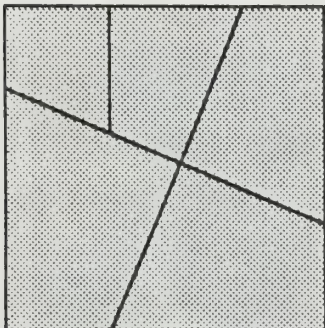
Square 2



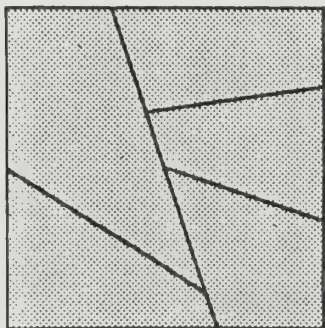
Square 3



Square 4



Square 5



UNHEARD WIFE

ACTIVITY

CONTENT AREA: PERSONAL - SOCIAL

GOAL: INTERPERSONAL SKILLS

APPLICATION:

PURPOSE: To teach students "I" messages.

GRADE LEVEL: 7 - 12

GROUP SIZE: Class or small groups

TIME: 20 - 30 Minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *Person To Person: Awareness Techniques for Counselors, Group Leaders, and Parent Educator* by John F. Taylor (Available from: R & E Publishers, P.O. Box 2008, Saratoga, CA 95070). Two large cardboard signs with attached strings to be draped over the necks of the role-played husband and wife. The signs read "Creep and "Unheard Wife." A cue card for the wife, with all dialogue statements on it. A cue card for the leader. A book or magazine.

SUMMARY:

This activity was reprinted by permission from *Person To Person: Awareness Techniques for Counselors, Group Leaders, and Parent Educators* by John F. Taylor. The publication has 99 additional activities that cover topics of: Self-Esteem, Belonging, Communication, Acceptance, Discipline, and Relationships. This is a great resource for classroom guidance activities, group counseling, or parenting classes.

Title: Unheard Wife (Demonstration)

PROCEDURE:ADVANCE PREPARATION: 1. Select two volunteers to be husband and wife 2. Let the volunteers read the dialogue so that they both understand the sequence of events.

3. Give each of them a sign and give the woman the cue card.

4. Have them leave the room until you give the cue for their entrance. Tell them to keep the signs out of sight until they enter the room.

CONSPICUOUS PROCEDURE:

1. Start talking about the usefulness of "I-messages" in communication, and express a wish that you could somehow demonstrate the idea. Say, "Oh, here comes a couple now!"

2. Give the entrance cue for the husband and wife. As they enter both are to be wearing their signs. The husband is to keep his head buried in a magazine and say nothing. The wife is to talk constantly, nagging and scolding her husband for never listening to her.

3. Approach the wife and start the dialogue. The husband remains silent and completely preoccupied with his magazine until the last line of the dialogue. L = LEADER W = WIFE H = HUSBAND

L: Excuse me. May I be of help? What seems to be the problem here?

W: He is a creep!

L: Well, we have methods of solving marital conflict. The first step is always to deal directly with the other person rather than talking behind his back. Why don't you stand in front of him (places wife in front of husband) and tell him directly what the problem is. Talking to other people about it won't help as much.

W: You...(pause)...are a creep!

L: A better way is to start your message is with the pronoun "I". When we say "you", we get ready to attack, but when we say "I", we are more likely to talk honestly about our feelings.

W: (turns to husband) I...know you're a creep!

L: That's a good start, but the second word to an "I-message" is "feel". If you say you "know" something, the other person can always argue with you about whether you are correct. But if you state your feelings, no one can argue with you about that.

W: (turns to husband) I feel...that you're a creep!

L: What are the emotions that you feel toward your husband?

W: I feel hurt...and angry toward him.

L: Fine. Tell him that.

W: (turns to husband) I feel hurt and angry...that you're a creep!

L: We don't feel angry that; we feel angry when. Tell him when you feel hurt and angry. Be specific.

W: (turns to husband) I feel hurt and angry when ...you're a creep!

L: That's very close. Now stop name-calling him and simply state exactly what he does that you find aggravating.

W: (turns to husband) I feel hurt and angry when you NEVER listen to me!

L: That was just fine, except for one word. When you say NEVER, he can always find an exception to argue with you about - the one time that he did do it. Try it again, without saying NEVER.

W: (turns to husband) I feel hurt and angry when you don't listen to me.

L: (Congratulates wife, asks for applause from the group, but notices that husband still has not responded) That was beautiful, but apparently he didn't quite hear it. Say it again, because it's a perfect "I-message."

W: (turns to husband) I feel hurt and angry when you don't listen to me.

H: (looks up from magazine, acts confused) Huh? What?

L: (to wife) You know something? I've figured out your problem. He is a creep!

DISCUSSION:

1. What are the important elements of an "I-message"?
2. In what circumstances could you have been more effective in confronting someone if you had used an appropriate "I- message"?

SOURCE:

R & E Publishers
P.O. Box 2008
Saratoga, CA. 95070

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SKYVIEW ORIENTATION AND SUPPORT ACTIVITY

CONTENT AREA: SOCIAL - EDUCATIONAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To welcome and integrate new students to Skyview High School.

GRADE LEVEL: 9 - 12

GROUP SIZE: 12 to 100

TIME: Refer to activity

SPACE REQUIRED: Classroom or large meeting area

MATERIALS NEEDED: Refer to activity.

SUMMARY:

Skyview High School incorporates the following activities to integrate new students into their school system.

NEWCOMER'S GROUP

Newcomers's group meets once a month for the first 3 months of school. The group size is kept at ten or fewer students; with as many groups as are necessary to incorporate all students new to Skyview. Various group activities are employed to introduce students to one another. Students are encouraged to discuss how their transition to Skyview is going.

NEW STUDENT RECEPTION

MATERIALS NEEDED: Instructions for Falconeers; invitations to new students; place cards for tables; name tags, microphone, punch and cookies.

Falconeers (student ambassadors) plan this event as a getting acquainted activity for new students who have "moved" from another city or state. Week prior - Falconeers are briefed on their role. Punch and cookies are requisitioned.

A few days prior - Invitations are delivered to each new student (attached). A few days prior - Clubs or organization are invited to send a representative. Name tags are prepared. Two days in advance - Teachers are alerted to excuse students involved. The agenda is as follows: The cafeteria is used with each table designated as a club/organization. Each table has a sign up sheet, so that students can name the clubs or activities they would like to investigate.

NEW STUDENT RECEPTION AGENDA

Skyview Commons

1:45	Refreshments & Set up
2:10 - 2:20	Falconeers meet in commons and organize their escort of new students
2:20 - 2:25	Refreshments and casual conversation at tables designated 10th, 11th, 12th.
2:25 - 2:35	Welcome by Student Body President
2:35 - 2:50	Representatives from clubs and organizations will give "1 minute" speeches about their programs
2:50 - 3:00	New students and club representatives are encouraged to exchange names and information.
3:00 - 3:10	Clean up by Falconeers

SOURCE:

Tom Gates
Lauralee Marchant
School Counselors
Skyview High School
1775 Sierra Blvd.
Billings, MT 59105

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



Welcome to Skyview!

As a new student, you are invited to our annual "New Student Reception" on Tuesday, September 17, during 6th period. We will have refreshments for you in the commons and you will have an opportunity to meet the Skyview Falconeers and meet new students.

Also, the sponsors of several clubs and activities will be there to share some ideas on getting involved in Skyview extra-curricular groups.

Let your 6th period teacher know that you'll be leaving class at about 2:15 on Tuesday. (A Falconeer will come to your classroom for you at the right time.) See you then!

The Falconeers

INTRAMURAL STUDY HALL

ACTIVITY

CONTENT AREA: EDUCATIONAL

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To provide structured, supervised evening study time for lower achieving students.

GRADE LEVEL: 9 - 12

GROUP SIZE: 10-25 students

TIME: On-going

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Student letters and notices to teachers.

SUMMARY:

The evening study hall is conducted in a strict and structured format so as to allow up to 1 hour of serious study per week. The program is offered 2nd and 3rd quarter, one night per week from 7:00 - 8:30 p.m.

This has been funded by a mini-grant (to pay the supervising teachers or counselor). When funding was not available the supervisors were counselors, who used flex time (come late - stay late).

INTRAMURAL STUDY HALL SELECTION:

Students are selected and invited to participate in the Intramural Study Hall. Counselors and teachers are asked to identify 4 to 5 students who would benefit from an evening study hall.

The students are then invited to attend on the basis that they were "selected." See attached "Student Letter." The parents are informed and their support is expected. Student attendance is recorded. Teachers are notified of students in attendance and the subjects studied.

INTRAMURAL STUDY HALL FORMAT:

Reminders are sent to each student on the day of the Intramural Study Hall. The study hall is divided into three parts:

7:00 - 7:20 - Hints for studying, tricks for memorizing

7:20 - 8:20 - An hour of quiet, supervised study time

8:20 - 8:30 - Refreshments

Students are complimented for "choosing" to study and encouraged to extend the study habits into their daily routine.

SOURCE:

Lauralee Marchant
School Counselor
Skyview High School
1775 High Sierra Blvd.
Billings, MT 59105

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



SKYVIEW HIGH SCHOOL

1775 High Sierra Boulevard • Billings, Montana 59105 • (406) 255-3650

TO: _____

The Skyview Counselors are inviting you to participate in our Tuesday Evening study sessions. We will be offering hints for better studying and tricks for memorizing. These ideas will benefit you throughout your school years. Of course, an important reward will be improved grades on your next report card.

You will meet with a group of other students on Tuesday nights at 7:00 p.m. We will meet three times before Christmas, on December 8th, December 15th, and December 22nd, and we plan to continue through January.

Each evening study session will have 3 parts:

- 7:00 - 7:20 - Hints for studying, tricks for memorizing
- 7:20 - 8:20 - An hour of quiet, supervised study time
- 8:20 - 8:30 - Refreshments

(We will be finished by 8:30)

Please bring books and notebooks that you use in your normal school day, and consider it an important obligation to be there regularly and on time. We want your parents to be aware of your weekly attendance so that they will be able to support you as you take these steps toward becoming a better student.

REMEMBER! The energy you bring is contagious; others will be motivated and helped by you.

The front doors of the school will be open for you. Just come on in to the counseling center.

Sincerely,

Skyview Counselors

EDUCATIONAL AND CAREER PORTFOLIO

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To assess the students' 4-year educational plan and career planning.

GRADE LEVEL: 9 - 12

GROUP SIZE: Individual

TIME: On-going

SPACE REQUIRED: Office

MATERIALS NEEDED: Copies of "Student Portfolio" and "Required Career Development" activities.

SUMMARY:

The Guidance Department at Dutton Public Schools uses the following handouts to help students through the career planning process. The school counselor meets with each student and reviews/develops their four-year educational plan. In addition, sequential career development activities are planned and implemented through the guidance department, English department or community programs. During the student/counselor conference, the students' career planning process is assessed and evaluated by using the "Required Career Development Activities" form.

The Career Development Goals of Dutton Public Schools include:

CAREER DEVELOPMENT GOALS

1. The student is able to identify career options and related job characteristics, education/training requirements, economic benefits and employment outlooks.
2. The student is able to identify occupations closely related to personal interests, values, aptitudes and abilities.
3. The student is able to establish tentative career and educational goals.
4. The student is able to apply job search and application procedures.
5. The student is able to identify work habits and attitudes needed for job success and satisfaction.
6. The student is able to fill out and work with a variety of financial aid, scholarship, and application forms.

Beyond the required career development activities, each student is encouraged to explore the Optional Activities, listed on the following page.

SOURCE:

Margaret Butcher
School Counselor
Dutton Public Schools
Dutton, MT. 59433

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

STUDENT EDUCATIONAL AND CAREER PORTFOLIO

NAME _____ CLASS OF _____

ADDRESS _____ PHONE _____

PARENT/GUARDIAN _____ PHONE _____

MY FOUR-YEAR EDUCATIONAL PLAN

My high school program below reflects courses of study which help meet my future career, leisure, and family roles.

GRADE 9

1. English 9 _____
2. Mathematics _____
3. Social Studies _____
4. Science _____
5. Phys. Ed. _____
6. _____
7. _____

GRADE 10

1. English 10 _____
2. Mathematics _____
3. Social Studies _____
4. Science _____
5. Phys. Ed. _____
6. _____
7. _____

GRADE 11

1. English 11 _____
2. Mathematics _____
3. Social Studies _____
4. Science _____
5. _____
6. _____
7. _____

GRADE 12

1. English 12 _____
2. American Govt. _____
3. _____
4. _____
5. _____
6. _____
7. _____

PRESENT EDUCATIONAL GOAL

_____ High School Diploma
(obtain on-the-job training)

_____ Apprenticeship Program

_____ Technical Vocational Training
(Comm. College, Bus. School,
Modeling, etc.)

_____ Bachelor's Degree Program

_____ Advanced Degree Program
(5+ yrs. college)

_____ Other _____
(specify)

TENTATIVE CAREER CHOICES

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

List class(es) you have taken that is (are) related
to your career choice.

CAREER PORTFOLIO COMPLETED

(Date)

REQUIRED CAREER DEVELOPMENT ACTIVITIES

GRADE 9 -- GOAL SETTING

<u>Activities</u>	<u>Facilitator</u>	<u>Activities Completed</u>
1. Four-year educational plan	Guidance Dept.	_____
2. Career Information System-Quest	Guidance Dept.	_____
3. Study skills attitudes & methods survey	Freshman English	_____
4. Study skills packet	Freshman English	_____
5. Career fair	Guidance Dept.	_____

GRADE 10 -- ASSESSMENT OF APTITUDES

<u>Activities</u>	<u>Facilitator</u>	<u>Activities Completed</u>
1. Infusion career speakers	Classroom/Community	_____
2. Career exploration activity	Classroom	_____
3. Field trip	Guidance/Community	_____
4. Career fair	Guidance Dept.	_____

GRADE 11 -- INTERESTS AND LIFE STYLES

<u>Activities</u>	<u>Facilitator</u>	<u>Activities Completed</u>
1. Self Directed Search	Guidance Dept.	_____
2. Leisure time - exploration	Classroom	_____
3. Career exploration activity	Classroom	_____
4. ASVAB	Classroom	_____
5. College field trip	NMC	_____

GRADE 12 -- CAREER PLANNING AND DECISION MAKING

<u>Activities</u>	<u>Facilitator</u>	<u>Activities Completed</u>
1. Career orientation placement and evaluation survey	Guidance Dept.	_____
2. Occupational interview	Classroom/Community	_____
3. ACT	Guidance Dept.	_____
4. Job Search		
a. Career information activity	Guidance Dept.	_____
b. Employable attitudes	Classroom	_____
c. Finding job openings	Classroom	_____
d. Letter of application	Classroom/Community	_____
e. Job application	Classroom/Community	_____
f. Resume	Classroom/Community	_____
g. Interviewing techniques	Classroom/Community	_____
5. Financial Aid - Scholarship	Guidance Dept.	_____
6. College Field Trip	Guidance Dept.	_____

OPTIONAL ACTIVITIES

Career fair
Job sampling
Career system activities-Quest, Discover, or MESA
High school planner
Peterson's College Selection System
Career decision making system
Armed Services Vocational Aptitude battery
Scholastic Aptitude Test; ACT Assessment
College visitations
College and career fairs
College catalogs, guidebooks
Military files
Career and job search books
Financial Aid workshops
Film strips and video tapes
Periodicals:
 Career World
 Business Week's Careers
 Success
 Working Woman
 Profile
Research using the following:
 Occupational Outlook Handbook
 Chronicle Briefs file
 Occufile
 Edits Career Briefs
 Vocational Biographies
 Career Encyclopedias
 COPS System Career Cluster Booklets

FRESHMAN ORIENTATION

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: SCHOOL SUCCESS

APPLICATION:

PURPOSE: To help entering Freshmen and their parents understand school policies and procedures.

GRADE LEVEL: 9

GROUP SIZE: All freshmen & parents

TIME: 1 1/2 hours

SPACE REQUIRED: Gymnasium or auditorium

MATERIALS NEEDED: Agenda, student handbooks, and student schedules.

SUMMARY:

Freshmen Orientation at Helena High School is designed to assist students and their parents:

- 1) Understand the school policies and procedures.
- 2) Become familiar with the layout of the building.
- 3) Recognize the resources and services available for entering freshmen.

The Orientation is planned by the administration and Student Council Advisor. The President of the Student Council serves as the Master of Ceremonies. The 1 1/2 hour program is scheduled for the Thursday evening prior to the beginning of the school year.

The Freshmen Orientation Program consists of the following:

- 1) A presentation of information (both oral and written) by school administrators and the Director of Guidance.
- 2) "Highlights of Life" at Helena High by Student Council Officers.
- 3) Each Freshman receives their school schedule.
- 4) The large group is divided into smaller groups of 25-30 individuals. School staff and Student Council members lead each group on a tour of the school facilities.

SOURCE:

Glenn Barrows
Director of Guidance
Helena High School
1300 Billings Ave.
Helena, MT 59601

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

AFTER HIGH SCHOOL - WHAT?

JUNIOR PARENTS NIGHT

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To inform parents of post-secondary options, including college, vo-tech and the military.

GRADE LEVEL: 11

GROUP SIZE: 75-100

TIME: 1 1/2 hours

SPACE REQUIRED: Large room or 3 classrooms

MATERIALS NEEDED: Printed materials and VCR-TV.

SUMMARY:

Each year, usually in March, we invite our junior parents to a special evening program. We inform parents of:

1. What counselors have been doing with their son/daughter in grades 9-10-11.
2. Testing - ACT-SAT-ACH-ASVAB-TABE
3. College prep requirements
4. College costs
5. Financial aid - scholarships
6. Military options

All juniors receive a written notice which they are asked to take home to their parent regarding the Junior Parents Night. The program agenda is briefly outlined below. The evening program is presented by the Skyview Guidance Staff and a representative from the military. At the completion of the program, parents are asked to fill out a short evaluation.

AFTER HIGH SCHOOL - WHAT?

AGENDA

- I. Welcome and Introductions
- II. What juniors should have completed
 - Harrington-O'Shea Interest Inventory
 - PSAT
 - Folders
 - GIS Program
- III. Entrance tests (ACT-SAT-ACH-ASVAB-TABE) and Montana College entrance requirements.
- IV. Costs:
 - Post-secondary education
 - Scholarships
 - Financial Aid
- V. Military Options and ROTC
- VI. Questions and Evaluation

SOURCE:

Gary Johnson
School Counselor
Skyview High School
1775 High Sierra Blvd.
Billings, MT 59105

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
Responsive Services
• System Support

FINDING CAREER INFORMATION

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To help students explore careers and occupations.

GRADE LEVEL: 9 - 12

GROUP SIZE: 15-20 students

TIME: 3-4 class periods

SPACE REQUIRED: Classroom or Career Center

MATERIALS NEEDED: Various Career and occupational sources (see list below), and "Finding Career Information" handout.

SUMMARY:

Teachers in various subject areas bring students to the Flathead High School Career Center. Using the attached sheet - "Finding Career Information", students begin using resources to find answers to the questionnaire. Teachers may use this sheet to have students make a written report or speech. When used with sophomores, it can be used as a springboard to college and/or training exploration for the career/occupation which was researched.

A teacher of Honors English uses a similar format for career/college research, but students are expected to do a formal paper including a bibliography. This research project is a month long.

Career/College Research Project

- FORMAT:** Expository composition using the spool system/keyhole method of organization.
- LENGTH:** Composition should be from five to eight paragraphs in length.
- CONTENT:** Develop your composition by explaining the preparation needed for the career; the aspects of the career which you find attractive; and the future projections for your career.
- SOURCES:** Each student will be required to use a minimum of five sources in researching about the career. Include in the sources must be at least one source from the Career Center, one periodical, and one book from the library. A formal bibliography will be submitted with the paper.
- CAUTION:** Be sure that you summarize from your research in your own words. If you quote from a source, be sure that the source is credited within the text of the paper and that quotation marks are used.

SUGGESTED CAREER RESOURCES INCLUDE:

Occupational Outlook Handbook

GIS Computer Program

Occupational Briefs--Chronicle Guidance

The Job Rated Almanac--Les Krantz

VGM's Handbook of Business and Management Careers

VGM's Handbook of Scientific and Technical Careers

Career books

Encyclopedia of Careers

VGM's Career Encyclopedia

Career World (magazine)

The American Almanac of Jobs and Salaries

Jobs '91 by Kathryn and Ross Petras

SOURCE:

Cynthia Schule
Career Center Specialist
Flathead High School
644 4th Ave. West
Kalispell, MT. 59901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

FINDING CAREER INFORMATION

Name: _____

Class: _____

Date: _____

Choose an occupation for research. Find the following information by using the information in the Career Center.

1. What career did you explore?
2. What kind of work does this job require?
3. Where would this work be done? Under what conditions or circumstances?
4. What special problems does a person doing this job confront?
(example: hours)
5. What personal rewards does this career offer?
6. What is the outlook for finding a position in this career?
7. What is the likelihood of continued, steady employment?
8. What personal aptitudes and skills are needed for this career?
9. What personal interests might indicate that you would enjoy this career?
10. What training and education are needed?
11. Where can the training be obtained?
12. What is the starting salary for this career?

COLLEGE CATALOG EXERCISE

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To teach students the type of information available in college catalogs.

GRADE LEVEL: 9-12

GROUP SIZE: Class

TIME: 1 class period

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Assortment of college catalogs and duplicated copies of "College Catalog" handout.

SUMMARY:

The "College Catalog Exercise" is one lesson excerpted from the Freshman Career Class taught at Dutton Public Schools. This is a semester course, in which all freshmen are involved. A wide variety of activities, field trips and speakers are utilized within the course. For additional information, please contact the source listed below.

COLLEGE CATALOG EXERCISE

PURPOSE: College catalogs offer a variety of information to students. When enrolled in a college, the catalog becomes the standard for graduation. The goal of this activity is for students to learn what types of information is available in college catalogs.

ACTIVITY: Students will select a college catalog from the guidance office that they wish to study and complete the "College Catalog" handout. Students will share their results through a class discussion.

SOURCE:

Margaret Butcher
School Counselor
Dutton Public Schools
Dutton, MT 59433

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

COLLEGE CATALOG EXERCISE

1. What college will you be investigating?
2. Name six different kinds of information you will be able to find in your catalog.
3. Who is the Director of Admissions at your college?
4. What are the admission standards at your college?
5. Who would you contact to find out about financial aid?
6. Name six programs of study at your college.
7. What kinds of degrees are offered in your college?
8. What is the degree hierarchy?
9. What are core classes at your school?
10. Name four kinds of financial aid available at your college.
11. Are there fee waivers available for some students at your college---Who and What?
12. Is your college on the quarter or semester system?
13. What does that mean for transfer students?
14. What is CLEP?
15. Name three Ph.D professors at your school.
16. If you are a veteran, what are some special benefits for you?
17. Do Vo-Tech credits count at your school?
18. What are the living arrangements at your school?
19. What kind of meal plans are available?
20. Do you think you are interested in attending this college? Why or Why not?
Give positive reasons.

CAREER GUIDANCE AT SKYVIEW

ACTIVITY

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To assist students in their career planning process.

GRADE LEVEL: 10 & 11

GROUP SIZE: Class and individual

TIME: Refer to activity

SPACE REQUIRED: Classroom and Guidance Office

SUMMARY:

Skyview High School Guidance Department uses the following career guidance activities to assist students in their career planning process.

USING THE HARRINGTON O'SHEA

MATERIALS NEEDED: Harrington O'Shea Decision Making System for each student. (Available from: American Guidance System, Publishers Building, P.O. Box 99, Circle Pines, MN 55014-1796).

Skyview High School uses the cost-effective Harrington-O'Shea Career Making System, administering the survey to the 10th graders. The survey is given in the spring to students taking physical education and health classes. During the first student contact hour, the students are given an explanation of the purpose of the survey and then administered the survey in a classroom setting.

The following week the students receive the results in our counseling center's information room (any classroom would be sufficient if you do not have space available to accommodate 30 students in the counseling area). Tasks include helping each student calculate his/her interests and showing students how to correlate the Dictionary of Occupational titles and Occupational Outlook Handbook with the results of the Harrington-O'Shea. In addition, students are given a first-hand look at the GIS (Guidance Information System) computer system, its potential output, (including sample print-outs), a sample review of a video provided by a college in our video library, and all of the other available information awaiting students in the counseling center.

Each student is encouraged to discuss the information received with his/her parents. In addition, we maintain the counselor's copy in each child's cumulative folder.

USING THE PSAT TO PROMPT COLLEGE AWARENESS

MATERIALS NEEDED: Junior packets and PSAT results.

Skyview High School counselors make every effort to individually return the results of the PSAT/NMSQT prior to Christmas vacation. Included with an interpretation of the test results, juniors also receive a packet of college materials. This packet contains financial aid materials, a college test schedule, a hand-out describing college materials that are available in the counseling center, a senior calendar, a college selection check-list, a publication "College Times," and career information. Parents are informed of this information through the Guidance Department's November parent newsletter.

Following is an example of materials contained in the junior packets. Attachments include: Skyview Counseling Center and College Application Hints.

SOURCE:

George Day
School Counselor
Skyview High School
1775 High Sierra Blvd.
Billings, MT. 59105

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SKYVIEW COUNSELING CENTER

Name _____

GPA _____ Class Rank _____

PSAT/SAT/ACT Scores _____

COLLEGE SELECTION CHECKLIST

Things you should consider in choosing a college: (leave blank if you have no preference)

1. What is your intended major? _____
If undecided, what are some of the possibilities you are considering? _____

(Make sure the colleges you are considering offer these majors.) _____

2. Where do you want to go to school? _____

In what states or areas of the country would you prefer? _____

3. What size school do you want? _____ under 500
_____ between 500-999 _____ 1000-1499 _____ 1500-2999
_____ 3000-4999 _____ 5000-9999 _____ 10000-15000 _____ over 15000

4. In what kind of community do you want to go to school?

_____ located in a large city (500,000 or more)
_____ near a large city
_____ medium sized city (50,000-500,000)
_____ small city (10,000-49,999)
_____ small town (less than 10,000)

5. Do you want to attend a private or a public school? _____

6. Do you want to attend a religiously affiliated school? _____

7. Do you want to attend a co-ed, all male, or all female school? _____

Other factors to consider...

8. How do your ACT/SAT scores compare with the median scores of those accepted last year? (The counseling office has a book that may provide you with this information.)

9. What is the percentage of faculty members with advanced degrees (master's or doctorate) at the schools you are considering? What is the faculty/student ratio?
10. What kind of financial aid can the schools offer? (You will need to wait until spring for a "firm offer".)
11. What kinds of special programs are offered by the schools? (foreign study, independent study, honors, semester in Washington, D. C.)
12. What are the physical facilities at the school? (Visit the school, if possible, or talk with recent graduates or present students - ask about dormitories, off-campus housing, fraternities, sororities, rules and regulations in campus housing.)
13. What percentage of entering freshman eventually graduate?
14. Look at the selection of courses in your intended major(s). Compare the variety and number of options at the schools you are considering. Ask about the percentage of students in your major who find employment in the field of graduation.
15. Check to make sure the schools and programs you are considering are accredited.
16. What is the geographic distribution of students?
17. What is the reputation of the school and department? (Example: If you are considering majoring in Journalism, talk with the Billings Gazette editor to see what schools are known for their excellent Journalism Departments.)
18. How "selective" a school do you want to attend? If you are accustomed to being in the top of your class, will you be comfortable in a college with all students from the top of their class?
19. If you are planning on attending graduate school, what percentage of students at the schools go on to graduate school? What percentage of those applying to graduate schools get into the schools of their choice?
20. Last, but NOT least - COSTS! DO NOT assume that you cannot afford a certain school until you hear about their financial aid offer. In some cases, students have paid less for a private school education than they would have for a public school. But, always be realistic and leave yourself an out - SEARCH for one school that will meet your needs and will accept you, and one that you know you can afford.

COLLEGE APPLICATION HINTS - COLLEGE SELECTION SEMINAR

(Much of this information is related to the application process for selective schools.)

I. Admissions Testing

- A. ACT/SAT/ACH - use the most up-to-date college catalogue to see which tests are required. Also note DEADLINES for taking the tests.
 - 1. If Achievement Tests are required, see if the college requires any specific tests. If English Composition is required, it is given only in December.
 - 2. There are different philosophies on preparing for these tests. See your counselor.
 - 3. Repeating the tests? Also, there are different philosophies... The colleges will consider your best test scores when considering you for admission. See your counselor.

II. Application Procedures

- A. Write early in Senior year for applications.
- B. Watch deadlines. Every school is different. At some schools, it may help your chances for admission if you get your application in early.
- C. Number of applications recommended? (if applying to selective schools)
 - 1. One or two where your chances are "iffy"
 - 2. Two where there is a 50-50 chance
 - 3. One where acceptance seems certain (make sure this is a school you would be happy attending)
- D. Procedures for applying
 - 1. Follow directions precisely
 - 2. Omit nothing
 - 3. Do all the writing yourself
 - 4. If an essay is required, spend a lot of time on it. The admissions people are trying to get to know you through this essay, so share a part of yourself.
 - 5. Enclose application fee. (This is non-refundable.)
 - 6. Be truthful. Do not list activities in which you did not make a significant contribution. Do not list books that you have not read thoroughly.

7. Some colleges ask about your anticipated career. If you are undecided, give the alternatives you are considering. Give some information about your ambitions, interests, and motivations. If you list a course of study, you are not committed to this choice.
8. Requesting transcripts--see your counselor. Give them plenty of time to write your recommendations, if they are required.

III. References--required or recommended by some colleges

A. Who to select?

1. Follow directions. Some schools want 3 teachers, others want a variety. If it is not specified by the college, it would be best to select people that you know who have dealt with you in different situations. (Ex. teacher, coach, minister, employer.)
2. When choosing references, choose people that know you well, and that are able to express themselves well in writing.
3. Ask your references if they are willing to write a recommendation for you. Give them a stamped, addressed envelope to mail the recommendation to the college. Make sure that the "due-date" is clear to your references.
4. Give your references plenty of time to write the recommendation. Consider that they may have several others to do as well as yours.
5. It is acceptable for a person to xerox a recommendation in order to send copies to different colleges.
6. Thank your references!

V. College Visits--The best way to choose a college

- A. If you are able to visit a campus, call the admissions office ahead of time to set up an appointment. Ask if a campus tour can be arranged. Many schools have students scheduled to give tours during the school year.
- B. Try to visit when the students are on campus.
- C. Spend a night in the dormitory, if you can--a good way to see what college life is like.
- D. Go to your interview prepared. Read the catalogue beforehand, and prepare questions that are not in the catalogue.

GUIDANCE AT SENTINEL

ACTIVITIES

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To provide information and assistance to seniors as they make their post-secondary plans.

GRADE LEVEL: 12

GROUP SIZE: Class

TIME: Varies

SPACE REQUIRED: Classroom & guidance office

MATERIALS NEEDED: Refer to activity

SUMMARY:

Sentinel High School has found it most effective to designate one counselor as the Senior Class Counselor to work exclusively with 12th grade students. Beyond personal, family and crisis counseling the counselor focuses the majority of his time on assisting seniors make post-secondary plans. Specific responsibilities include: registration; providing post-secondary information to seniors and their parents; writing student recommendations; coordinating college visitations, scholarships, awards and contests; administering the testing program; managing the Career Center; and providing financial aid information.

Following you will find a brief overview of some activities used to meet these responsibilities. When appropriate handouts have been included.

TIMELINE FOR COLLEGE BOUND SENIORS

The Senior Class Counselor organizes and prints a student booklet titled "Timeline for College Bound Seniors". The booklet contains a senior calendar and pertinent information regarding college selections, college entrance examinations, scholarships and financial aid. A copy of this booklet could be obtained by contacting Dean Yould at Sentinel High School.

FINANCIAL AID MEETINGS

Two Financial Aid meetings are scheduled for seniors and their parents. The first meeting covers scholarships, college entrance tests and financial aid information. The second meeting provides assistance in completing the Financial Aid Forms. (See letter to Parents).

LETTER OF RECOMMENDATIONS

Writing letters of recommendation for students is a time consuming job. To expedite the process, the Senior Class Counselor has developed a Personal Data Sheet for seniors to complete and give to those individuals who are writing recommendations for them (See Personal Data Sheet).

SOURCE:

Dean Yould
School Counselor
Sentinel High School
901 So. Ave. West
Missoula, MT 59801

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

Nov. 27, 1991

Dear Parents:

This letter is to notify you of two parent information sessions scheduled at Sentinel High School in December and January. If your son or daughter plans to attend college or vocational school after graduation, these sessions could be very helpful.

As many of you know, college costs have risen sharply in the past several years, outstripping inflation by a substantial amount. Total costs at some of the highly competitive schools now range up to \$22,000 per year. There are even a few vocational schools that cost upwards of \$8,000 per year. Fortunately, there are ways to help meet these high costs. Through federal and state programs, there is an enormous amount of money available for those families who need it. For families who can not demonstrate need, there are a number of excellent scholarships available for qualified students.

To help you sort through these various programs and find out what is available to you personally, I have scheduled two parent information sessions:

Session 1 will be Tuesday, December 10, at 7:00 p.m. upstairs in the Sentinel Library. This session will include information on scholarships, college entrance tests, and financial aid.

Session 2 will be Tuesday, January 14, at 7:00 p.m., also in the Sentinel Library. At this session, financial aid directors from the UM and Vo-Tech will go over the two major financial aid forms item by item. These forms determine your financial need.

I hope you are enjoying the holiday season and look forward to seeing you on Tuesday night.

Sincerely,

Dean D. Yould
Senior Class Counselor
Sentinel High School

PERSONAL DATA SHEET FOR REQUESTING A RECOMMENDATION

1. After completing this Personal Data Sheet, immediately return it to the person whom you are asking a letter of recommendation from.
2. In order for the recommender to do a fair job, request the recommendation at least two weeks prior to the application deadline.
3. If you are applying to schools or for scholarships that have early application deadlines which fall during Christmas vacation, you must request the recommendation by early December.
4. Please write legibly or type.
5. Provide the recommender with an addressed stamped envelope.
6. Remind the recommender of the deadline when you hand in the form.

NAME _____	<u>Schedule of Classes</u>
Home Phone # _____	1
	2
College or scholarship to which you are	3
requesting a recommendation:	4
_____	5
	6
Desired Major: _____	7
Anticipated Career: _____	

EXTRA-CURRICULAR ACTIVITIES (IN AND OUT OF SCHOOL):

INTERESTS AND TALENTS:

WORK EXPERIENCE:

UNUSUAL THINGS YOU HAVE DONE:

ANY ATTRIBUTES OR CHARACTERISTICS WHICH YOU FEEL SET YOU APART FROM OTHERS:

CAREER GUIDANCE IDEAS

ACTIVITIES

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To provide a variety of career planning ideas appropriate for grades 6-12.

GRADE LEVEL: 6-12

GROUP SIZE: Class, small group or individual

TIME: Varies

SPACE REQUIRED: Classroom and/or office

MATERIALS NEEDED: Refer to each activity.

SUMMARY:

The following Career Guidance Ideas were submitted by Montana school counselors. The ideas are briefly summarized to present a sampling of career activities that could be adapted to a variety of situations.

CAREER DAYS

PURPOSE: To help students become more informed about specific careers.

MATERIALS NEEDED: Transportation.

ACTIVITY: All students at Alberton High School are asked to list their top three career choices. Career visits are planned in the Missoula area and each student is given the opportunity to visit (preferably) their first career choice. The Career visits provide students with a "hands-on" perspective of the career of their choice. One Career Visit is provided for each high school student per school year.

This can be a very effective activity for a small rural school. The exposure and role modeling provided during the Career Visits has been very positive.

SOURCE: Tony Harmon, School Counselor, Alberton High School, P.O. Box 118, Alberton, MT. 59820

A MONTH OF CAREERS

PURPOSE: To help students become more informed about specific careers.

MATERIALS NEEDED: Senior Survey

ACTIVITY: In November or December all the seniors are surveyed to determine what their future plans are. The survey includes plans for post secondary training and professions. From the survey, the counselor develops a list of careers that would be interesting to the majority of Big Sky seniors. During the month of February, speakers are invited to come to the Career Center and talk about their careers. The talks are scheduled for 30-45 minutes during the lunch hour. The speaker schedule is announced to the seniors and anyone is invited to attend. Two to four speakers are planned per week during the MONTH OF CAREERS.

SOURCE: Jim Lodge, School Counselor, Big Sky High School, 3100 South Ave. West, Missoula, MT. 59801

COMPUTERIZED CAREER ASSESSMENT

PURPOSE: To help each student complete a self-directed career assessment and career plan.

MATERIALS NEEDED: Career program and computers.

ACTIVITY: The Computerized Career Assessment and Planning Program (CCAPP) allows each student to become involved in a self-directed career assessment and planning approach to career development. Through the use of a micro-computer program and related materials, students have the opportunity to find out what their career interests are; determine occupational groups and specific occupations to enter or prepare for; practice career decision making; and develop a tentative career plan. CCAPP consists of four computer learning modules. Each module used two computer diskettes which allow the student to interact with the computer in career decision making activities. The student's interaction and choices are then analyzed by the computer and a printout, summarizing the student's activity, is provided upon completion of each module.

SOURCE: Newell Roche, School Counselor, Moore High School, P.O. Box 1, Moore, MT. 59464

APPLYING TO COMPETITIVE COLLEGES

PURPOSE: To help students understand how to prepare and how to apply for competitive colleges.

MATERIALS NEEDED: Access to college materials or a career center.

ACTIVITY: The Applying To Competitive Colleges Activity is coordinated with a college admissions representative visit from a school that has a selective admissions policy (University of PA, Harvard, etc.).

1ST DAY: Students listen to the college representative talk about his/her college and other colleges that have similar admission policies. Students are encouraged to ask questions.

2ND DAY: The video "The Agony and the Intricacies of College Admission" is shown. The video is available from Middlebury Admissions Staff and is approximately 30 minutes.

3RD DAY: Follow-up in the Career Center (Check various college requirements, GIS exploration, etc.)

SOURCE: Patricia Nolley, School Counselor, Flathead High School, 644 4th Ave. West, Kalispell, MT. 59901

LIFE/WORK GUIDANCE PROGRAM

PURPOSE: To help students make career plans.

MATERIALS NEEDED: Refer to information below.

ACTIVITY: The Work/Life Guidance Program provides the counselor an opportunity to ensure that all students are provided with training in career exploration, self-assessment and enhancement techniques, and career planning strategies. The counselor conducts workshops during class periods (This activity is coordinated with departments throughout the school). The workshops are a collaborative effort between the classroom teacher and the counselor. Following is a brief outline of the type of workshop offered to each grade level.

FRESHMEN AND SOPHOMORE:

Workshop 1: Getting Involved

- a. Athletics, Music and Speech
- b. Student Government
- c. Clubs and Organizations Research

Workshop 2: Developing Positive Self-Esteem

- a. "Where There's A Will There's An A"
- b. Identifying Strengths
- c. Setting Goals

Workshop 3: Career Development

- a. Self Awareness and Testing
- b. Career Awareness
- c. Career Decision-Making

JUNIORS:

Workshop 1: Career Decision-Making

- a. ASVAB workbook
- b. The Junior in the Process

Workshop 2: Occupational Information

Workshop 3: Career Preparation

- a. Study Skills and Job Success
- b. Colleges/Vo-techs/Military
- c. Computer Software

SENIORS:

Workshop 1: Life/Work Planning

- a. The Three Boxes of Life
- b. The Quick Job Hunting Map

Workshop 2: Job Acquisition Skills

- a. The Interview
- b. The Application

In conjunction with these workshops students will be assigned computer time in guidance office for career exploration. This time will be used by the student to explore their skills, interests and values in relation to various occupations in the World of Work. Each student will meet with a counselor three times during the school year in order to work through the QUEST on Needle-Sort, the MICRO-CIS, and other computer software, videotapes and audiotapes relevant to their career development.

SOURCE: David Madison, School Counselor, Shelby High School, 1001 6th St. N., Shelby, MT. 59474

BASIC CAREER SEARCH

PURPOSE: To help students become aware of careers based on their interests.

MATERIALS NEEDED: Basic Career Program.

ACTIVITY: All seniors at St. Ignatius High School are encouraged to complete this short career awareness program. The top five careers are researched individually regarding salary, job outlook, and training requirements.

SOURCE: Ken Benson, School Counselor, St. Ignatius High School, Box 400, St. Ignatius, MT. 59865

4 YEAR PLANNING SCHEDULE

PURPOSE: To help students plan their high school years based on their post-secondary plans

MATERIALS NEEDED: College catalogs, career information books, test results, and Roundup High School Curriculum booklet.

ACTIVITY: The counselor meets with all 8th grade classes to review Roundup High School's graduation requirements and the Montana College's entrance requirements. Students are encouraged to make tentative career plans. Course selection is reviewed based on their tentative plans and students complete a 4 year plan. The plan is sent home with the student along with a RHS Curriculum booklet. Parents are encouraged to review the materials with their child. Once the plan is returned, each student reviews their 4 year schedule with the counselor on a one-to-one basis. Each year grades 9-11 review and update their 4 year plan. Students are continually encouraged to research areas of career interest and strengths.

SOURCE: Madeline Rodeghiero, School Counselor, Roundup High School, Box 717, Roundup, MT. 59072

ELECTRONIC TRANSCRIPT

PURPOSE: To provide students and their parents with an evaluation of graduation requirements.

MATERIALS NEEDED: Transcript Program.

ACTIVITY: The Billings Public Schools have developed an electronic transcript for student, counselor and parental use. The transcript shows the total credits by semester and the courses that are deficient in the student's program. The transcript is available to the counselors and students each semester for the purpose of planning classes, reviewing requirements for graduation, or post-high school training.

SOURCE: John Grimstad, School Counselor, Billings West High, 2201 St. John's Ave., Billings, MT. 59102

YOU AND THE FUTURE

PURPOSE: To help students make appropriate career choices.

MATERIALS NEEDED: Charlie Brown's Career Education Program (Available from Random House).

ACTIVITY: Each week the school counselor works with the 6th grade class on career development. The Charlie Brown's Career Education Program is the primary source. Once a month there is a Career Luncheon. Guest speakers are invited to a luncheon to speak about their careers. Students prepare questions prior to the luncheon. The Career Luncheons are 1 1/2 hours, providing for the speakers presentation and discussion.

SOURCE: Denise Seilstad, School Counselor, Denton Public Schools, Box 1048, Denton, MT. 59430

CAREER RESEARCH PROJECT

PURPOSE: To help students make career plans.

MATERIALS NEEDED: Self-Directed Search, Montana Career Information system, Big Sky Career Guide, Chronicle and Guidance Occupational Briefs.

ACTIVITY: The Career Research Project is conducted for the 8th grade classes within guidance groups of 8-10 students. The students take the Self-Directed Search. Based on the results, the students choose three occupations they would like to research using the Occupational Briefs and the MCIS Program. The research projects must provide a description of the career, job tasks, education and training requirements, opportunities for advancement, future outlook, salary, benefits, and suggested high school courses.

The students complete research projects on three careers and present them in class. The final step of the process is an actual job search. The students complete a job application, write a letter of application and resume, and go through a mock interview. The final step is completed for just one career of each student's choice.

SOURCE: Kevin Paulson, School Counselor, Plentywood Public Schools, 100 E. Laurel, Plentywood, MT. 59254

SUICIDE PREVENTION

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a short unit on teenage suicide prevention through the English Department.

GRADE LEVEL: 9 - 10

GROUP SIZE: Class

TIME: 2-4 class periods

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Copies of handouts (See attachments), and video "Dead Serious"

SUMMARY:

The following unit was excerpted from *A Guide to Curriculum Planning in Suicide Prevention* with permission from the Wisconsin Department of Public Instruction, 125 So. Webster St., Madison, WI 53702. Appleton School District in Appleton, Wisconsin developed the following suicide prevention unit. The unit is designed as a follow-up to Romeo and Juliet and would be taught by the English instructors in cooperation with the Guidance Staff. The unit suggests a number of activities to help students recognize symptoms of suicidal individuals, precipitating events to suicide, and intervention techniques.

INTRODUCTION

Following this you will find goals for teaching a short unit on teenage suicide prevention designed as a follow up to Romeo and Juliet. Included are specific materials you may use to achieve these goals. Regardless of how you choose to approach this topic, it is imperative that all students become aware of the symptoms of suicidal individuals, precipitating events to suicide, and intervention techniques. Because of the sensitive nature of this topic, it is suggested that activities not be assigned a grade.

SUICIDE PREVENTION

PROCEDURES:

1. Hand out Situation Sheet #1. Ask students to respond in writing to the questions posed at the bottom of the page. Collect sheets from the students and save for post-unit discussions.
2. Hand out Suicide Questionnaire. Have students fill out the questionnaire on their own. Hold discussion until after videotape.
3. Show the videotape, Dead Serious (24 min.) Students should not reconsider their answers to the questionnaire and make corrections in light of the videotape.
4. Correct answers should be discussed. (SUGGESTION:) Have a group of 3-4 students act as a "panel of experts" to lead discussion of correct choices using the answer sheet provided.
5. As a class, have the students brainstorm a list of possible events or problems which might lead a student to attempt suicide. Stress students' use of their own experience or background.
6. Hand out "Warning Signs of Suicide." In small groups, students should look back at Romeo and Juliet for possible suicide warning signs.

Examples:

- Romeo's depression over Rosaline
- Juliet's frequent threats to kill herself if plans she makes are not successful (like when taking the potion or seeking the Friar's help)
- Romeo giving his money to Balthasar
- Romeo's violent behavior (i.e., killing Tybalt, but especially Paris)
- Romeo's previous suicide attempt in the Friar's cell
- Romeo's unusual purchase--the poison

7. Hand out "Would You Rather Keep A Secret of A Friend?" and discuss.
8. You are encouraged to use School Counselors and other resource personnel to help present the unit whenever possible.
9. Divide class into groups of three to four students. Hand out Situation Sheet #2. After completing the exercise, a spokes-person from each group should present its responses to the questions. Record different responses on the board for later discussion.
10. Return the Situation Sheets #1 from Step 1. Within the groups, have students compare and discuss their original answers relative to the entire unit and what they have learned.

Close with a brief writing assignment or journal entry in which students explain how they would deal with Situation 1, making reference to the content of the unit.

SUPPLEMENTAL/OPTIONAL ACTIVITIES

1. Go back to Romeo and Juliet--look for precipitating events and/or characters who could have intervened.
2. Have students write a five paragraph essay incorporating suicide materials with Romeo and Juliet
 - I. Introduction
 - A. Synopsis of Play
 - B. Suicide as a Universal Problem
 - II. Warning Signs of Characters
 - III. Events Which Precipitated the Tragedy
 - IV. Intervention Which Could Have Prevented Tragedy
 - V. Conclusion
3. Have students pretend they are a character from Romeo and Juliet. Have students write a pretend letter to "Ann Landers" explaining their problems and asking for help. Exchange these and have other students provide possible answers.
4. Give students an assignment on journal writing.
5. Give students an assignment on epitaph writing.
6. In a manner similar to the Spoon River Anthology format, have students assume the persona of a dead character who talks from the grave.
7. Have students bring in articles from magazines and newspapers about suicide. Display these on a bulletin board.
8. Rewrite the play Romeo and Juliet having someone intervene and having the play end without the suicides.
9. Write a newspaper article about the tragic deaths in the play.
10. Show an additional video concerning the suicide issue:
 - Dying to be Heard (Is Anybody Listening?)
 - Friends for Life

SOURCE:

A Guide to Curriculum Planning
in Suicide Prevention
Wisconsin Dept. of Public Instr.
125 So. Webster St.
Madison, WI. 53702

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SITUATION SHEET #1

One of your best friends, Mary, approaches you after school to talk to you. She informs you that she is really depressed, had attempted suicide last night, and is thinking of doing it "for good" tonight. She says if you tell anyone at all, especially her parents, she will, in fact, do it. You know something about her family situation, and you know it is not good. Her father is known to be an alcoholic and her mother tends to appear overwhelmed and basically ineffective.

- 1) Is Mary suicidal? How serious is she?
- 2) What about keeping the "secret"?
- 3) What would you do?
- 4) What outcomes would you expect?

SITUATION SHEET #2

A good friend of yours has been fairly depressed lately about his family situation. His parents were divorced several years ago and just last year his mother remarried and a stepfather entered the picture. Your friend, Bill, does not get along with his stepfather and has a great deal of anger towards him. Bill's grades have been falling and he seems to have lost interest in a variety of things. He has talked about suicide in the past and has even stated he tried it once-he took about ten aspirin-but has always said he would never do it. Today in school Bill looked bad and, in response to your questions, just said last night was another-but the last-bad scene at home. At the end of school, he did not look better. You say good-bye to him and indicate you'll see him tomorrow. He says, "No you won't -nobody will, " and leaves.

- 1) Is Bill suicidal? How much of a risk?
- 2) What are some of the warning signs?
- 3) What obligation do you have?
- 4) What would you do?
- 5) What outcome would you expect from your intervention.

SUICIDE QUESTIONNAIRE

Circle True (T) or False (F)

- | | | | |
|---|---|-----|--|
| T | F | 1. | People who talk about suicide seldom mean it and can, in fact, be regarded as low risks to commit suicide. |
| T | F | 2. | The fact that a person has attempted suicide once greatly reduces the risk of a second attempt. |
| T | F | 3. | Alcoholics rarely commit suicide because they have, in a sense, found another way of "solving" their problems. |
| T | F | 4. | Suicide attempts often represent a form of "Russian roulette," meaning that the person is not really sure about his or her attitude toward life and death. |
| T | F | 5. | If you ask a person directly if he or she is thinking about suicide, you might implant the idea in his or her mind; therefore, this type of direct questioning should be avoided when assessing suicidal intent. |
| T | F | 6. | Women attempt suicide more often than men. |
| T | F | 7. | Marked improvement in the mental state of a suicide attempter immediately following an unsuccessful act usually indicates that the problem has passed and that he or she no longer needs to be considered a serious suicidal risk. |
| T | F | 8. | Suicide now ranks among the ten leading causes of death in the United States. |
| T | F | 9. | The most dependable method for evaluating suicidal individuals is psychological testing. |
| T | F | 10. | The probability of successfully committing suicide is higher among men than women. |
| T | F | 11. | Most suicides occur without previous recognizable warnings. |
| T | F | 12. | It can be safely assumed that practically all people who attempt suicide have some form of mental illness. |
| T | F | 13. | Hostility and aggression are the predominant feelings of the majority of suicidal persons. |
| T | F | 14. | The loss of loved ones has surprisingly little to do with suicidal behavior. |
| T | F | 15. | Suicide is the third most common cause of death among adolescents and young adults in the United States. |
| T | F | 16. | Less than 15 percent of the people who attempt suicide actually complete suicide. |

Adapted from *Some Facts About Suicide* By E.S. Shneidman and N.L. Farbarow

ANSWERS TO THE SUICIDE QUESTIONNAIRE

1. FALSE. Quite often people who talk about suicide do attempt suicide. Eighty percent of those who kill themselves have left definite warning signs. One of the major clues is talking about suicide. Don't take for granted that a person who says he or she wants to die isn't self-destructive or won't really harm himself or herself.
2. FALSE. Eighty percent of those who commit suicide have attempted before. A suicide attempt is considered a cry for help. Once an attempt is made, that person is at higher risk for making another attempt or completing suicide. Young people are more likely to make successive attempts. The elderly are more likely to die with a first attempt.
3. FALSE. Alcoholics are at a higher risk for committing suicide. Suicidal people often feel isolated and alone. Alcoholics are frequently alienated from their families or support groups.
4. TRUE. Ninety-five percent of those who attempt suicide either do not want to die or are not sure. They are ambivalent. Part of them wants the emotional pain to cease and they focus on relief at any cost. Part of them wants to live. Sometimes the person will arrange the attempt to be made so that someone will likely find and save them. It is not death they seek but an escape from life as they now experience it.
5. FALSE. Talking about suicide with someone who is suicidal will not give him or her the idea or cause him or her to commit suicide. If someone wants to die, a question about that desire will not cause him or her to be suicidal. In fact, talking about feelings or plans often brings relief and is the first step in crisis intervention.
6. TRUE. Three times as many women as men attempt suicide. A female is more able to express feelings and ask for help. A male has more difficulty in reaching out. Also, a woman is more likely to use an overdose of drugs with her attempt, which leaves more time for intervention. A man is more likely to choose a gun, which is a more lethal method, and thus the attempt results in death.
7. FALSE. A person who is experiencing a crisis may make a decision to attempt suicide as a way to end the crisis. With this decision comes relief, an increase in energy, and an improvement in the apparent mental state. This is the time to be most concerned for the safety of a person in crisis.
8. TRUE. For all ages, suicide ranks as the eighth leading cause of death in the United States, according to the 1983 National Center for Health Statistics. There are 12.7 suicides for every 100,000 deaths. There are approximately 30,000 suicides each year.
9. FALSE. There is not a reliable psychological test that will identify someone who is suicidal. The best way to find out is to ask. If the person trusts that he or she will not be ridiculed or be the target of anger, he or she will most likely give a truthful answer.
10. TRUE. Three times as many men commit suicide as women. For teenagers, this ratio increases to five to one.
11. FALSE. Eighty percent of those who kill themselves give definite warning signs. Some clues are obvious, some are subtle. It is important to learn what these warning signs are and how to respond to them.
12. FALSE. Not all people who commit suicide are mentally ill, but chronic mental illness increases the risk for suicide. One does not have to be "crazy" to experience a serious crisis.
13. FALSE. Although a suicidal person may become hostile and aggressive, depression is the main clinical symptom that precedes suicide.
14. FALSE. Experiencing a loss of a relationship is the most common significant event preceding an adolescent's suicide. This loss may come not only from a death of a loved one but from a breakup of boyfriend or girlfriend or separation or divorce of the parents.
15. TRUE. Suicide is the second leading cause of death for teenagers. Over 7,000 young people kill themselves every year. Accidents are the first leading cause of death and suicide is second. Experts will point out that many times a death is ruled accidental to protect the family or because there is often not enough information to rule otherwise, particularly if it is a one-car accident. Therefore, suicide may indeed be the leading cause of death for teenagers.
16. TRUE. There are at least nine suicide attempts that come to the attention of the authorities for every suicide completion. Since many attempts go unreported, there may indeed be more attempts for every completion.

WARNING SIGNS OF SUICIDE

Add any of these clues to the blackboard list of warning signs that the students may have omitted.

I. VERBAL

Direct statements like "I want to die," or "I don't want to live anymore."

Indirect statements like "I want to go to sleep and never wake up," "They'll be sorry when I'm gone," or "Soon this plan will be over."

II BEHAVIORAL

- depression; sadness
- lack of energy
- increase or decrease in sleeping patterns
- increase or decrease in appetite
- impatience or impulsivity
- inability to concentrate; bored and listless
- angry and destructive or boisterous; shifting to silent withdrawal or tearful loneliness
- withdrawal from usual social activities
- loss of interest in hobbies, sports, job, or school
- drop in grades by a good student or new concern about grades by a poor student
- giving away possessions
- making final arrangements-will, insurance, funeral
- increased risk taking-e.g., driving a car recklessly
- frequent accidents
- previous suicide attempts
- unusual purchase
- themes of death

WOULD YOU RATHER KEEP A SECRET...OR KEEP A FRIEND?

GET HELP!

Talk to some adult you trust...a teacher, clergyman, counselor, parent, aunt or uncle, or older brother or sister. It's much too risky to try to handle a potential suicidal situation on your own. It may be difficult to break a confidence, but ask yourself---WOULD YOU RATHER KEEP A SECRET, OR KEEP A FRIEND?

Good Friends, caring family members, and helping professionals can intervene and help prevent suicide.

DARE TO BELIEVE

That you are a wonderful, unique person. That you are a once-in-a-lifetime history event. That it's more than a right-it's your duty to be who you are. That life is not a problem to solve, but a gift to cherish. And you'll be able to stay one up on what used to get you down.

PEOPLE TALK ABOUT SUICIDE

You've probably heard the old cliché "People who talk about suicide won't do it." Well that's not always true. Suicidal people often talk about their intentions, or how their friends and families would be better off if they were dead.

Statements like these should be taken seriously. But what should you do if one of your friends threatens suicide?

If you laugh it off, or think it's just a way to get attention, you could lose someone who is special to you. You can help make a difference between life and death.

BE A FRIEND

If someone tells you they are thinking about suicide, talk with them and listen to what they say. Ask questions about their feelings. Ask if they have done anything to carry out their plans. The more detailed the plan, the greater the risk. Your questions won't encourage them to do it. Your concern will help them know you are willing to be a friend.

Discuss it as you would any serious topic. Yet don't try and offer advice like "Think how much better off you are than most people" or, "You don't know how lucky you are." Comments like these only increase feelings of guilt or hopelessness. Encourage, even insist, that your friend get help.

HELP IS AVAILABLE

People who consider suicide have given up hope. They no longer believe they can be helped. The truth is, they can be helped. And you can be the one that your friend started. Suggest they talk with some adult they trust. If your friend is reluctant, do it yourself. What may appear to be breaking a confidence, or not keeping a secret, can turn out to be the favor of a lifetime. And what about yourself? Do you ever feel alone or overwhelmed by problems? Talk to someone.

ASK FOR HELP...YOU DESERVE IT!

RED FLAGS AND MYTHS

SUICIDE PREVENTION

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To teach students how to recognize and report potential suicidal students.

GRADE LEVEL: 9

GROUP SIZE: Class

TIME: 2--50 minute periods

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Video (see below) and handouts.

SUMMARY:

The following Suicide Prevention Unit is taught cooperatively by the Guidance Office and the 9th grade Health classes at Kalispell Jr. High school.

SESSION 1: (Teacher conducted)

The students are shown the film "Why Did Jenny Have To Die" or "Top Secret". The films are available from Sunburst Films, Sunburst Communications, 39 Washington Ave., Box 40, Pleasantville, NY 10570-3498. Students are asked to submit questions, in writing, after viewing the film. These questions will be discussed during the next session.

SESSION II: (Counselor conducted)

The counselor leads a classroom presentation which covers:

- 1) The myths surrounding suicide (see handout)
- 2) Clues or Red Flags for suicide (see handout)
- 3) Steps for helping someone who seems in danger of suicide (see handout)
- 4) A review of the questions submitted by the students from the previous session

SOURCE:

Robley Carr
School Counselor
Kalispell Jr. High School
205 NW Lane
Kalispell, MT 59901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

CLUES OR RED FLAGS FOR SUICIDE

- 1. *Abrupt change in personality***
- 2. *Evident and prolonged depression - loss of drive - mental and/or physical sluggishness***
- 3. *Loss of interest in activities or friends***
- 4. *Disturbed eating - loss of weight***
- 5. *Disturbed sleep - insomnia or inability to fall asleep***
- 6. *Drop in academic performance***
- 7. *Accident prone***
- 8. *Giving away possessions***
- 9. *Direct or indirect comments such as:***

"I won't be around much longer for you to worry about."

"What's the point of living?"

"I can't go on."

"How much aspirin can you take and still stay alive?"

***Look for cluster of clues**

***Talk to an adult or counselor who can help**

5 STEPS

**FOR HELPING SOMEONE
WHO SEEMS IN DANGER OF**

SUICIDE

**1 ANYONE WHO THREATENS TO TAKE HIS OR HER OWN
LIFE SHOULD BE TAKEN SERIOUSLY.**

**2 IT IS BETTER TO DIRECTLY DISCUSS THE SUBJECT
THAN TO IGNORE IT.**

“I’ve had the feeling lately that you’ve been troubled about something.”

“You seem to feel there is really no reason to go on if you leave the academy.”

“Are you thinking about taking your own life?”

**3 DO NOT CHALLENGE THE INDIVIDUAL TO ACT ON HIS/
HER THREAT.**

**4 URGE THE SUICIDAL PERSON TO POSTPONE THE
DECISION. HELP THEM SEE THAT SUICIDE IS FINAL
AND THE DECISION IS INFINITELY POSTPONABLE.**

**5 IDENTIFY THIS PERSON EARLY AND HELP HIM OR HER
TO SEEK PROFESSIONAL HELP.**

MYTHS ABOUT SUICIDE

1. PEOPLE WHO COMMIT SUICIDE ALWAYS LEAVE NOTES.

.....only a small percentage of those who commit suicide leave notes explaining why or telling that they intentionally took their own life.

2. PEOPLE WHO COMMIT SUICIDE ARE PSYCHOTIC OR MENTALLY ILL.

.....some suicide victims are indeed psychotic. But many suicidal people are just severely depressed and can't figure out any other solution to their problems. Don't think that a "normal" person is beyond self destruction.

3. PEOPLE WHO TALK ABOUT SUICIDE ARE JUST TRYING TO GET ATTENTION; PEOPLE WHO REALLY COMMIT SUICIDE DON'T TALK ABOUT IT FIRST.

.....eight out of ten people who commit suicide give definite warning signs of their intentions; the other two usually give some kind of verbal clues. A person who talks about committing suicide or who threatens to commit suicide is begging for help ...he/she wants to be given an option that he/she does not have to end his/her life. **LISTEN! PAY ATTENTION! NEVER IGNORE A THREAT!**

4. SUICIDE HAPPENS WITHOUT WARNING.

.....most suicidal people leave a host of clues and warnings about their intentions.

5. IF SOMEONE HAS DECIDED TO COMMIT SUICIDE, THERE IS NOTHING YOU CAN DO TO STOP HIM/HER.

.....for a suicide to succeed three things must happen:

1. The person must want to die.
2. The person must have the means to carry out his/her wish.
3. The person must have the energy and opportunity to complete the act.

6. A PERSON ONCE SUICIDAL IS SUICIDAL FOREVER.

.....most people who want to kill themselves are suicidal for only a limited amount of time. Many can go on to lead normal lives once the crisis is worked through.

7. IF A PERSON ATTEMPTS SUICIDE BUT SURVIVES, HE PROBABLY WON'T ATTEMPT IT AGAIN.

.....the sad facts are these; four out of five people who succeed in committing suicide had made at least one previous attempt!

8. ONCE THROUGH THE SUICIDAL CRISIS ALL THOUGHTS OF SUICIDE DISAPPEAR.

.....most suicides occur within about three months of an apparent "improvement" in a severely depressed condition.

9. SUICIDE IS HEREDITARY.

.....suicide does tend to "run in families" which has given the mistaken idea that it is or can be genetically inherited. It is NOT a genetic trait. However, since members of families tend to share the same emotional climate and since coping is a learned skill, suicide can be more common in some families than in others.

10. DRUGS, SPECIFICALLY MARIJUANA, CAUSE SUICIDE.

.....although drugs such as marijuana and alcohol do not in and of themselves cause suicide, the use of these chemicals by someone contemplating suicide may enable that person to complete the act. Note: 65% of teenagers who commit suicide have been drinking.

*** * * * ***

HANDLING STRESS

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a classroom guidance unit that will help students develop skills for handling stress.

GRADE LEVEL: 9 - 12

GROUP SIZE: Class

TIME: 8--1 hour sessions

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Paper, pencils, and *Strategies For Handling Stress* (Available from: Teenage Health Teaching Modules, Education Development Center, Suite 501, 55 Chapel Street, Newton, Massachusetts, 02160).

SUMMARY:

This teaching module on stress is published by the Education Development Center (see address above). The module outlines eight sessions, complete with objectives, activities, mini-lectures and handouts, to teach students healthy skills for handling stress. The sessions could be incorporated into a health unit, presented as part of guidance curriculum or adapted to a support group format.

A brief overview of the teaching module follows:

SESSION 1:	Stress, Stressors and Distress
SESSION 2:	Causes of Stress
SESSION 3:	Stress and Your Health
SESSION 4:	Minimizing Stress - Perception
SESSION 5:	Minimizing Stress - Relaxation
SESSION 6:	Minimizing Stress - Assertive Communication
SESSION 7:	Diet, exercise and sleep
SESSION 8:	Changes

The following excerpt from Session 1 is printed (with permission) as an example of a module activity.

PURPOSE: By responding to a series of stress statements, students have an opportunity to experience the stress response and begin to identify events that they perceive negatively or positively.

PROCEDURE: Ask students to close their eyes and pretend that they are actually receiving the following news. Ask them to pay particular attention to how they feel as you read each statement. Do they recognize any changes in their bodies (e.g., muscle tightening, increased heartbeat)? Do they feel happy or sad? Angry or disinterested? As you read each statement, pause for several seconds to give students time to notice their responses.

You have won \$1,000.

You got the job you applied for last week.

You have failed history.

You won the national science award.

Your mother has to go into the hospital for some important medical tests.

Your parents bought you a car.

Your boy/girl friend has accepted a date with someone else for Friday night.

You are moving to another city.

Your teacher will be taking a leave of absence.

You were arrested for speeding.

Your sister/brother is coming home from the Navy.
 Your stepfather is bringing his children to meet you.
 A kid from another school has threatened to beat you up.
 You do not want to smoke dope, but at a party, everyone is pressuring you.
 You have been feeling down for a long time; you are in the waiting room at the counselor's office.
 You are about to give a speech to the entire school.
 You were not chosen for the class speaker at graduation.
 A hurricane is coming.
 School has been canceled because of a teachers' strike.
 Your sister/brother/friend has been drinking heavily, and tonight you are going to talk about it.
 You have been accused of taking something, but you didn't do it.
 You are about to try parachuting.
 You have been invited to a party by someone special.

After you have finished reading the list, ask:

What do these announcements have in common? (Emphasis: They are all out-of-the-ordinary events, pleasant or unpleasant, that will probably produce some change in feelings or behavior.)

What physical or emotional changes did you experience as you listened to the different statements (e.g., rapid heart beat, chills, excitement, fear, sadness)? Point out that they are having a firsthand experience of the stress response.

Which announcements were experienced positively? Which seemed to be negative? (Emphasis: These events will not have the same meaning for everyone. Reactions will depend on personality, family attitudes, predisposition to certain feelings, mood at the time, expectations, perceptions, etc.)

Give each student a sheet of white paper. Ask the students to divide the paper into four columns. They should label column #1 Positive and column #3 Negative. Then give students time to write down the announcements they perceived positively and the ones that seemed to be negative. In columns #2 and #4, they should indicate the reasons for their response. These events will not have the same meaning for each person. A brother or sister returning home from the service can be a happy or distressing time, depending on the relationship between the two. The prospect of moving to another city can be exciting or frightening.

Tell students not to worry about trying to remember all the items. The ones that stick in their minds are probably the ones that are most important to them and thus have the greatest potential for producing stress. When most students are finished, go through some or all of the statements, asking students alternately to raise their hands if they put the news in the positive column, or the negative one. Note those events on which there is general agreement. Where there are differences in perception, ask some students to share their reasoning. Students should begin to see that not all events are looked at in the same way.

SOURCE:

Strategies for Handling Stress
 Teenage Health Teaching Modules
 Education Development Center
 55 Chapel St., Suite 501
 Newton, MA. 02160

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

DATE RAPE

UNIT

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a classroom unit on Date Rape to girls, grades 9-10.

GRADE LEVEL: 9-10

GROUP SIZE: Class

TIME: 3 sessions, 1 hr each

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Date Rape handout and 3 x 5 index cards.

SUMMARY:

The Guidance Department at Capital High School has developed a Date Rape Unit for the 9th and 10th grade girls. This 3 day unit is presented through the P.E. classes. A brief overview is outlined below. Additional information may be obtained by contacting the guidance department.

SESSION 1:

A date rape victim is invited to speak to each class. The victim's story and personal tragedy generally has a powerful effect on students.

SESSION 2:

Family Planning of Helena has developed a presentation, which is given to each class.

SESSION 3:

The counselors review the attached handouts "DATE RAPE: QUESTIONS AND ANSWERS" and lead a discussion with the groups. The students are asked to respond to three questions on a 3 x 5 card:

- 1) One thing I learned was _____
- 2) One question I have is _____
- 3) One thing I felt was _____

Students are encouraged to share their responses. (Each counselor's delivery method is slightly different. Some counselors choose to use a pre- and post-test on Date Rape to generate discussion).

RESOURCES USED: *Human Sexuality Supplement to Current Health 2 and Current Lifestudies*, Curriculum Innovations, Inc., 3500 Western Ave., Highland Park, IL 60035

SOURCE:

Sandy Stewart, Linda Carey,
and Carolyn Miller
School Counselors
Capital High School
100 Valley drive
Helena, MT 59601

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
Responsive Services
System Support

DATE RAPE

Questions and Answers

WHAT IS DATE RAPE?

It is sexual assault against a woman that is committed by her date. Many rapes are committed by a seemingly "nice guy" whom the woman may know quite well.

WHY BE CONCERNED ABOUT DATE RAPE?

Rape is a serious crime. The FBI reports that about 82,000 rapes are reported to the police each year in the United States. These are primarily stranger rapes. It is believed that acquaintance rapes are much more frequent. If only one tenth of rapes are reported that would mean that almost 1 million rapes occur in the United States each year. However, several researchers have reported that less than one out of 100 acquaintance rapes are reported to law enforcement authorities. That makes rape a highly significant problem that will affect approximately one in four women during their lifetime.

WHY DOES DATE RAPE HAPPEN? Here are four reasons:

1. Sex Role Stereotypes: Many people believe that men should be competitive and aggressive, and women yielding and passive.
2. Mixed Messages: Date rape can occur when a man, thinking a woman is "playing hard to get," believes she really means "yes" when she says "no". Mixed messages may be communicated verbally (through what a person says) or non-verbally (through body language).
3. Poor Communication: The potential for date rape exists when two people do not have a clear understanding of each other's sexual intentions and expectations.
4. Learned Violence: Violence is often seen as an acceptable way to solve problems, so some men feel it's okay to use force to get what they want from a woman.

WHAT NEGATIVE ATTITUDES ARE RED FLAGS?

1. Hostility Toward Women: Does he show signs of deep or underlying anger toward women? (anti-woman jokes, name calling, etc.?)
2. Wrong Ideas About Women: Does he view women as "sex objects"? Does he think that women are supposed to serve men's needs? Or that only "loose" women get raped?
3. Domineering Personality: Does he act bossy, or make all the decisions about what you should do and where you should go? Does he treat you as his property? Is he possessive? Jealous? Manipulative? Does he violate your personal space?
4. Unrealistic Views of Women: Does he idolize you, put you on a pedestal? (If he finds out you're not the person he imagined you were, he's likely to feel let down and angry.)
5. Con Artist Type: Is he a smooth talker? Dream boyfriend? Too good to be true?

HOW CAN I PROTECT MYSELF? KNOW YOUR SEXUAL RIGHTS AND RESPONSIBILITIES.

1. What Women Should Know: First, you have the right to
 - *Dress as you please.
 - *Agree to have sex with someone and then change your mind at any time.
 - *Be treated with respect at all times.
2. And You Have The Responsibility To:
 - *Talk openly and honestly about your sexual expectations, wishes and intentions.
 - *Assert yourself by standing up for your rights.
 - *Take an equal role in your relationships with men. Don't manipulate or tease.

*Reject sexual stereotypes that define women as passive, weak and irrational, and define men as aggressive and macho.

3. What Men Should Know: You DO NOT have the right to pressure or force a woman to have sex, even if
 - *You paid for her dinner or night out.
 - *She agrees to have sex with you, then changes her mind.
 - *You met her at a bar or picked her up hitch hiking.
 - *You've had sex with her before.
 - *She dresses provocatively, flirts, or "comes on" to you.
 - *You think women enjoy being forced to have sex or want to be persuaded.

STRATEGIES FOR PREVENTING DATE RAPE

1. Know Your Needs and Wishes: What do you want out of a sexual relationship (If you want one at all)? Decide what having sex means to you and be honest in your answers.
2. Communicate Them Clearly: The "rules" of sex and dating are filled with unspoken expectations. Speak up! Don't let a man assume you're going to go to bed with him. Even if you've had sex with him before, that doesn't mean you must have sex with him again.
3. Assert Yourself: Insist on being treated with respect. Don't be afraid to refuse an invitation or a gift. Always keep in mind that no one has the right to touch your body unless you want the person to.
4. Get Away: If you feel uneasy with the man or think you may be in danger, leave. Trust your intuition and act on it.
5. Act Right Away: Don't give in to any of the man's sexual demands hoping you'll appease him.
6. Be Direct: Confront him. Tell him not to touch you. Demand respect.
7. Avoid Alcohol.
8. Avoid dating "older" guys.
9. Avoid potentially dangerous situations: Like being alone with several guys, not having your own transportation, being in situations where you're under a great deal of peer pressure.

USE YOUR WEAPONS

1. Mind: Assess danger, avoid involvement or get out if frightened or in danger.
2. Voice: Practice to reduce embarrassment/scream. Confront directly. Better to be embarrassed than raped. Okay to be "rude". "I don't want to have sex with you—if you force me, it's rape."
3. Body: Self-defense. Practice! Take a class. Know target areas. Act swiftly without hesitating.

OFTEN DATE RAPE ISN'T REPORTED. HERE ARE SOME POSSIBLE REASONS WHY.

1. A woman may blame herself for being raped: She may feel guilty that she didn't do all she could to avoid the rape.
2. Date rape may not be seen as serious: Some people think date rape isn't bad or as "real" as rape by a stranger, but it is!
3. A victim thinks she won't be believed: By police, courts, friends or parents.
4. She may fear retaliation from the rapist.
5. She may fear others' (family, friends) judgment of her.

WHAT ARE THE EFFECTS OF DATE RAPE

Date rape is a violation of a woman's body and spirit. It can affect every area of her life, causing:

1. Loss of Trust: The date rape victim may lose her ability to trust people. She may also lose trust in her own ability to judge people's character.
2. Guilt: Though the woman is NOT responsible for her attacker's behavior, she may feel shame and guilt—and even try to find reasons to blame herself for the rape.
3. Fear/Vulnerability: Fear of men, of going out alone, etc. may also be a persistent effect of date rape. A woman may change her way of life to avoid fearful people and places. she may experience nightmares, flashbacks of the incident.
4. Depression: Women who are victims of date rape are likely to be angry and depressed.
5. Sexual Problems: A woman's deep emotional hurt may impair her ability to relate to a sexual partner.

WHAT TO DO IF YOU ARE RAPED

1. Get to your family or a friend: Go to a friend's or family member's house or any place where people can give you emotional support, or call a rape-crisis hotline.
2. Got to a hospital: See a doctor immediately for treatment of any injuries and for other tests which can provide important medical evidence. Don't bathe, shower or change clothes before you go.
3. Report the rape: It's your decision whether to report the rape to the police and to press charges, but you are strongly encouraged to do so.
4. Seek Counseling: Whether or not you report the rape and press charges, you should consult a trained rape-crisis counselor, hospital, rape-crisis center or mental health center.

AS A FRIEND, THERE IS MUCH YOU CAN DO TO HELP

1. Be supportive: Give the woman your emotional comfort and support. Let her express her feelings. Don't pry into details. Be non-judgmental. Listen and give her your understanding.
2. Encourage action: Encourage her to report the rape, see a doctor and contact a counselor. Go with her.
3. Be reassuring: Rape is never the woman's fault. Don't let her blame herself if she thinks she did something to cause the attack.
4. Offer shelter: See that she has a safe place to stay and someone with whom to stay.

SOURCES OF HELP INCLUDE

- | | |
|---------------------------|------------------------|
| *rape-crisis centers | *infirmery or hospital |
| *hot-lines | *police |
| *counselors | *clergy |
| *campus security officers | *mental health centers |

PHONE NUMBERS

Emergency Phone Number: 911
Helena Crisis Center Phone: 443-5353

Adapted from: Channing L. Bete Co., Inc.
Presented by: CHS Student Services

GUIDANCE AT BILLINGS SENIOR

UNIT(S)

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To provide a comprehensive model for classroom guidance activities in grades 9-12, specific to educational and career planning.

GRADE LEVEL: 9-12

GROUP SIZE: Class

TIME: See each activity

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to each activity.

SUMMARY:

Billings Senior High School has a comprehensive model for providing educational and career planning through classroom guidance activities in grades 9-12. The following is a brief outline of their program. Accompanying handouts can be found at the end of this unit.

FRESHMEN

FRESHMEN PRE-ORIENTATION

A pre-orientation day is scheduled for all freshmen entering Billings Senior High School. The pre-orientation occurs the week before school actually begins. Freshmen meet their assigned counselor, receive their class schedule, and are taken on a tour of the school facilities. Senior Advocates assist with the orientation presentations and tours. The Advocate Program is explained under the Senior Section.

FRESHMEN PARENTS' NIGHT

At the beginning of the school year the Freshmen Parents' Night is scheduled during a 1 1/2 hour block in the evening. The guidance department sends a letter home inviting parents to attend. The parents are divided into 3 groups, each group is rotated through the following presentations:

- 1) Career guidance services and post-secondary options
- 2) Expectations of the parents and of the school, explanation of school calendar, and available services through the guidance department.
- 3) "Life at Senior" - Organizations, support groups, activities and special programs.

FRESHMEN ORIENTATION

Freshmen Orientation occurs in two separate sessions. The first session is scheduled during the 2nd week of school. The second session is scheduled during the 4th week of school. Each counselor sets up an agenda with the English and world history classes to meet with their students in small group sessions. During the first session the counselor covers:

- 1) Introductions - self and students
- 2) Reaction to first week of school - good and bad
- 3) How to get involved in school activities
- 4) Services available through Senior High Guidance Department

The second session (two weeks later) covers:

- 1) A handout - listing all Senior High's clubs and organizations
- 2) Graduation requirements
- 3) Post-secondary admission requirements
- 4) Four Year Plan (see attachment)
- 5) 9th Grade Checklist (see attachment)

CHOICES: INCREASING YOUR OPTIONS PROGRAM

All freshmen participate in the CHOICES Seminar. The seminar is scheduled through the English and social studies departments. Choices is a two hour seminar presented one hour on two consecutive days. The motivational seminar covers decision-making, time and money management and educational planning. In the Billings area, the CHOICES Program is sponsored by U.S. West. Other inquiries can be made through CHOICES, P.O. Box 1716, Helena, MT 59624.

FRESHMEN CAREER ASSESSMENT

During second semester the guidance office works in cooperation with the English department to plan and implement a career guidance unit over a two week period. The students complete a series of formal and informal assessments (see "My Perceived Abilities" and "Values" attachments), as well as, a brief career assessment tool. The assessment tool is part of the GIS Computer Program. Once the assessments have been completed by the student, their results are put into the GIS Program. In turn, students receive one to two print-outs on careers of their choice. Students learn how to utilize the resources available through the BRONC Room - the Senior High Career Center, including the GIS Program and other career resource data.

SOPHOMORES

SOPHOMORE ORIENTATION

Counselors meet with all sophomore English classes during first semester. The 10th Grade "Checklist" (see attachment) is reviewed. The classroom presentation covers graduation and college entrance requirements, P-ACT + test, career exploratory information, and services available through the guidance office.

HARRINGTON O'SHEA CAREER DECISION MAKING INVENTORY

The guidance and English departments cooperatively plan a career unit for one week. Counselors administer and interpret the Harrington O'Shea Career Decision Making Inventory (self-scored version) in each sophomore English class. For the remainder of the week students are scheduled in small groups into the Career Center, where they have access to the GIS Program and other career resources. The Harrington O'Shea Career Decision Making Inventory is available through American Guidance Service, Publishers' Building, Circle Pines, MN 55014-1796.

JUNIORS

JUNIOR ORIENTATION

Counselors meet with all juniors through regularly scheduled classes (U.S. History or English) during first semester. The 11th Grade "Checklist" (see attachment) is reviewed and discussed.

POST SECONDARY OPTIONS - CLASSROOM PRESENTATION

During second semester, the counselors meet with all juniors through regularly scheduled classes. Billings Senior has developed guidelines and handouts specific to the educational and academic standards pertinent to Post-Secondary Options i.e., work, vocational training, military or college. Data is presented on the relationship between education/income and careers for tomorrow.

JUNIOR PARENTS NIGHT

Immediately following the Post-Secondary Options Presentation an evening program is scheduled for Junior Parents. Parents receive a written letter, inviting them to the program. The agenda for the Parents Night includes:

- 1) Resources available in the Career Center - BRONC Room. Demonstrations are provided on the GIS Computer program.
- 2) Overview of financial aid and scholarships.
- 3) Post-secondary entrance exams - ASVAB, ACT, SAT and AP exams.

SENIORS

SENIOR ORIENTATION

The Senior Orientation is planned through a required senior class and is presented at the beginning of first semester. The counselors present an overview of what to expect during their senior year. Topics covered include: application

procedures for college and vocational schools, college entrance exams, scholarships and financial aid, visitations from college and vocations school representatives, College Night/Career Program, graduation requirements, recommendations and resumes. Students are encouraged to schedule an individual conference with their counselor to review their post-secondary plans, graduation requirements, etc. Each student receives a 12th Grade "Checklist" and "Items to Consider In Choosing A College" (see attachments).

An "After High School What" form is used to collect pertinent data from each student pertaining to their educational plans, school record of academics and extra-curricular activities, and family data. The form is used by counselors to complete college application forms and letters of recommendation.

POST-GRADUATION PLANS

Seniors are asked to complete the "Post-Secondary Plans" sheet in May, so that it reflects their most current information (see attachment).

SOURCE:

Dick Forehand
Head Counselor
Billings Senior High School
425 Grand Ave.
Billings, MT 59101

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
Responsive Services
- System Support

CHECKLIST - 9TH GRADE

1ST SEMESTER

_____ Fill out new student information sheet and credit survey. Get acquainted with your counselor.

_____ Understand (Handbook and Curriculum Guide) the rules and regulations regarding attendance, registration, graduation requirements, college entrance requirements, activities, courses, and other school services.

_____ Know what the Bronc Room provides and know the location of all materials.

2ND SEMESTER

_____ Set up conference with counselor.

_____ Begin to look into different tests you will want to take while in high school.

_____ Know what your GPA, class rank, and other important grading information is.

_____ Begin to investigate careers and post-secondary training options.

SENIOR HIGH FOUR-YEAR HIGH SCHOOL PLAN WORKSHEET

Last Name First Name Middle Initial Date

List three careers in which you are interest.

(1) _____ (2) _____ (3) _____

Check the option that you plan after high school.

Attend college in this state _____ Attend vo-tech or trade school _____

Seek immediate employment _____

Attend college out-of-state _____ Enter military _____ Other-Explain _____

SEMESTER I

SEMESTER II

SUBJECTS

CREDITS

SUBJECTS

CREDITS

9th Grade

English 1

Physical Ed.

World History

Science

Math

English 1

Physical Ed.

World History

Science

Math

10th Grade

English 2

Physical Ed/Health

Science

Math

English 2

Physical Ed/Health

Science

Math

11th Grade

English 3

American History

English 3

American History

12th Grade

English 4

American Government (1/2)

English 4

Senior Social Studies

*Students must take humanities or visual & performing arts 1 credit any year.

MY PERCEIVED ABILITIES

There are many other abilities which can help a person be successful in the future. Check the abilities that you feel apply to you by placing a "Y" for yes in the box if you possess that ability, an "N" for no if you know you do NOT possess that ability and leave the box blank if you are unsure.

Are you the kind of person that:

- _____ is prompt, want to be on time.
- _____ gets along well with adults or the persons in charge.
- _____ once you start a task you complete it.
- _____ is seen by others as being a cooperative person.
- _____ tries to do what is right regardless of what your friends say.
- _____ looks ahead and plans for the future.
- _____ is creative - able to come up with new and interesting ideas.
- _____ likes to help others.
- _____ is generally a person who is positive about life.
- _____ is likely to be picked as a leader in a group or organization.
- _____ is seen as being Musical, Artistic or Athletic.

These are abilities that will help you succeed regardless of the occupation you choose.

VALUES

Each occupation has several different values associated with job satisfaction and success. These are things which people bring to a job or receive from a job. For example, an engineer would be a person who values resolving math and science problems. Construction workers should value working in the outdoors. If you value working outdoors and working with animals, an occupation of an accountant is probably a poor choice.

Below is a list of job values. Read each one carefully and choose the ones which are the most important to you. Place a "Y" for yes in the box if that particular value is important to you, and "N" for no if it is not important, and leave the box blank if you are unsure.

_____ LEADERSHIP - people who like to manage or be in charge.

_____ COOPERATION - getting along well with others.

_____ STATUS - having a job with lots of prestige.

_____ MONEY - cash, greenbacks, "living the good life."

_____ PHYSICAL ACTIVITY - not paper and pencil tasks, but tasks that require tools or physical ability.

_____ INDEPENDENCE - working alone without supervision.

_____ WORKING WITH OTHERS - people are important to you, helping people.

_____ SECURITY - having a job you are unlikely to change.

_____ VARIETY - having a job that would not be routine.

_____ ROUTINE - have an uncomplicated task that is repeated over and over.

_____ RISK OR CHALLENGE - an activity in which failing is a possibility but winning reaps high benefits. _____

_____ COMFORT - pleasant physical work place is important.

_____ OUTDOORS - being outside, being out in nature.

Are there any other values that you feel are particularly important to your future?

CHECKLIST - 10TH GRADE

1ST SEMESTER

- _____ Meet with your counselor to update your student information and credit check sheets.
- _____ Understand (Registration Guide and Curriculum) attendance rules, semester system registration, graduation requirements, extra-curricular activities, courses, Career Center information, special school services.
- _____ Consider taking the P-ACT+.
- _____ Be aware of college entrance requirements.

2ND SEMESTER

- _____ Visit the Bronc Room
Learn location of college and career information.
- _____ Begin to research several different career possibilities that interest you. Go to the Bronc Room, see your counselor, and talk with adults in career areas that interest you. (Teachers, parents and other professionals)
- _____ Plan with your counselor your high school courses that you will need to meet your future goals (College, Vo-Tech School, employment, etc.)
- _____ Find out GPA and class rank from your counselor.

CHECKLIST - 11TH GRADE

1ST SEMESTER

- _____ Review interests, motivation, ability, and all test scores in cumulative folder.
- _____ If interested in attending college, take the PSAT/NMSQT in October.
- _____ Review graduation requirements. Make certain you are meeting them. Plan your program carefully **before** signing up for next semester, keeping in mind both the graduation requirements and your career and/or college goals.
- _____ Also, if interested in college, meet with a number of the college representatives who will be visiting BSHS this year. (Notices concerning college rep visits are posted in the hall outside the Guidance Center).
- _____ See your counselor when you have special questions and problems.
- _____ Use information in the BRONC ROOM, Room 130. Available to you are the GIS Computer, college catalogs and brochures, career briefs and lots of information relating to the military and other career possibilities.

2ND SEMESTER

- _____ Meet with your counselor and cover the areas below which apply to you; also, visit with **teachers and parents about career plans.**
- _____ If interested in college:
 - _____ Review admission procedures, deadlines.
 - _____ Evaluate financial aid/scholarships.
 - _____ Determine which entrance test(s) to take. You might test during your junior year if going to out-of-state, academics, ROTC.
 - _____ Evaluate housing, costs.
 - _____ Obtain catalogs and review academic programs you are interested in.
- _____ If interested in Vo-tech/private schools:
 - _____ Review admission procedure/deadlines
 - _____ Evaluate financial aid/scholarships.
 - _____ Entrance tests, if any (GATE/ASVAB)
 - _____ Evaluate cost, housing, if necessary
 - _____ Obtain catalogs and review program in which you are interested.
- _____ If interested in the Armed Forces:
 - _____ Take a close look at the commitment.
 - _____ Understand the training involved.
 - _____ Admission tests - ASVAB, pass the physical.
 - _____ Benefits
 - _____ Talk to recruiters from all branches before making decision.
- _____ If interested in work, on-the-job training-apprenticeship:
 - _____ Evaluate skills needed for jobs.
 - _____ Are the hours, pay, etc. - working conditions suitable?
 - _____ Will the experiences allow you to advance in your work, or move easily to another job.
 - _____ Select courses in high school that will develop skills in areas of interest.
- _____ If interested in another option after school, discuss fully with your counselor.

CHECKLIST - 12TH GRADE

1ST SEMESTER

_____ Are you eligible for graduation? Review graduation requirements with your counselor. (Remember that this is your responsibility to know these requirements and to keep track of your progress.

_____ Don't forget to have your senior pictures taken. The deadline is around December 1st.

_____ Fill out "After High School What?" sheet. Note: REFERENCES section of "After High School What?"

- 1) Ask teachers to write a letter of recommendation when needed
- 2) Be selective
- 3) Request early
- 4) Provide them with a stamped self addressed envelope
- 5) Provide a personal as well as a written thank you to those you choose as references

_____ Testing - Have you started your testing process? Remember that you must apply for most tests at least one month prior to the actual testing date. Test application forms are available from your counselor. Tests may include ACT, SAT, Achievement Tests, and Advanced Placement tests for college. The ASVAB is required for military but is also useful as an aptitude test for most students. After your test results have been returned, see your counselor for assistance with test interpretation.

_____ Attend Career Fair (RMC) or other as provided.

VOCATIONAL/MILITARY PLANNING

_____ If you think that you might attend a vocational school following high school, you should do the following:

_____ Visit with a Vo-tech Counselor at a Vo-tech Center of your choice and with your vocational teachers.

_____ Visit with your counselor about vocational schools.

_____ Make applications to Vo-tech and other vocational schools early. (Apply at least by May 1; some may even be earlier).

_____ Check into financial aid for vocational schools. This could include filing the Financial Aid Form to apply for basic grant.

_____ If you are considering the military, you should do the following:

_____ Take the ASVAB in March

_____ Visit with the military recruiters when they are at Senior High

COLLEGE PLANNING

_____ If you have not selected a college, read the separate sheet entitled "Items to Consider in Choosing a College."

_____ If you have already selected a college, check application deadlines and file the appropriate application forms.

_____ After January 1, but before March 1 submit one of the financial aid forms. These are available from your counselor and it is essential that you file one of these in order to qualify for financial assistance. (Provided you want to apply for financial aid.)

_____ Attend the Financial Aid Night parent/student workshop which is held in January.

_____ Apply for scholarships. Listen to announcements, watch the bulletin board for announcements, and talk with your counselor about scholarships.

_____ Check your class rank. You may already qualify for Montana University Systems Scholarship; if you rank approximately in the top 15% of your class.

_____ Talk to parents, friends, relatives, or anyone who can give you realistic information about the occupation(s) you are considering.

PLANNING FOR A JOB AFTER HIGH SCHOOL

_____ Have you taken courses in high school that will give you saleable skills? (i.e. Career Center courses, business courses, industrial education)

_____ Have you talked with a Job Service counselor? At this time you might also want to take the GATB - General Aptitude Test Battery.

_____ Check with your counselor about assessing your interests and abilities.

_____ Start checking the job want ads in the newspaper.

_____ Remember the competition for jobs is quite keen. Make a good impression in personal interviews, be persistent in checking back with potential employers, and follow through with commitments.

ITEMS TO CONSIDER IN CHOOSING A COLLEGE

1. **SIZE:** small (150 to 1500); medium (2000 to 5000); large (5000 and over)?
2. **COMMUNITY:** small town, rural, city?
3. **AFFILIATION:** church, state, private, military
4. **LOCATION:** Southeast; Northeast; Southwest; Northwest?
5. **COST:** tuition, room, board, lab fees, books, transportation, spending money?
6. **FINANCES:** Discuss family financial circumstances with your parents.
7. **SELF-ASSESSMENT:** Look at your academic record, your interest inventory and other test results.
8. **FIELD OF STUDY:** Identify possible fields of study which you might like to pursue in college and identify colleges which offer programs for study in these areas. (The computer in the Bronc Room is a quick and easy way to identify schools offering majors in your fields of interest)
9. **COLLEGE CATALOGS:** Study college catalogs which are available in the Bronc Room. (If we don't have the college catalogs you need, we have postcards that you can have to order them)
10. **COLLEGE CHOICES:** Discuss your tentative college choices with the following people: parents, teachers, counselor, other professionals.
11. **COLLEGE REPRESENTATIVES:** Meet with college representatives who visit Billings Senior High School.
12. **COLLEGE VISITS:** Plan to visit the colleges in which you are interested if this is possible.
13. **ENTRANCE REQUIREMENTS:** Check the catalogs of the colleges on your list to see which entrance examinations are required by each for admission.
14. **COLLEGE APPLICATION:** Write to the college of your choice for an application or any additional information.

SENIOR POST GRADUATION PLANS

LAST NAME	FIRST NAME	M.I.	PARENT'S NAME
ADDRESS			PARENT'S ADDRESS (if different)
PHONE	COUNSELOR	Are you	MALE FEMALE (circle one)

Please indicate your plans for NEXT year: The information gathered on this form allows Billings Senior High to; (1) send out a final transcript to your next school and (2) conduct a follow up survey of your class. Please fill in the appropriate information that applies to you for NEXT YEAR ONLY.

1. CHECK ONLY ONE OF THESE PLEASE or go to line 3.

☐ College
 ☐ Jr.College
 ☐ Vo-Tech
 ☐ Business/Beauty/Trade School

2. List the name and address of ONLY those school to which you have APPLIED AND HAVE BEEN ACCEPTED. If you have made your final choice, LIST ONLY THAT SCHOOL.

NAME OF SCHOOL(S):	ADDRESSES:

3. If you are NOT going to a school NEXT YEAR, indicate the area below that does apply to you.

<input type="checkbox"/> Armed Services	<input type="checkbox"/> Branch

4. List any and all scholarships or honors that you have won. This information will be used for the program for our senior assembly and will be supplied to the Gazette. If you don't let us know, you won't be recognized.

Thank you for filling out this form neatly and accurately. Good Luck in the future.

CAREER PLANNING

UNIT

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To provide a week-long career planning unit for students 9 - 12.

GRADE LEVEL: 9-12

GROUP SIZE: 10-20

TIME: 5 sessions, 50 min. each

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to each session.

SUMMARY:

A career planning unit is conducted for students grades 9 through 12 during first semester. The units are presented during regularly scheduled class time. Each unit is planned around the specific grade level, thus allowing all students to be engaged in a comprehensive career program over the course of four years.

The following is an overview of the Career Unit which highlights the objectives, strategies and resources used. The objective is not definitive by grade level, but provides an overview of possible ideas that could be adapted to other programs. The career planning unit includes videos, career awareness activities, testing, career information, college catalogs, applications and career guidance handbook. Each component is briefly described below.

VIDEOS

OBJECTIVE: To facilitate student career research by viewing a documentary video about career planning.

The student will:

- Be able to understand why societal trends impact future employment outlooks.

- Be able to understand the importance of goal setting.
- Be able to identify strengths and weaknesses about self.
- Be able to select at least four careers that might interest them.

RESOURCES: ARE YOU READY - A series of three videos which are free from:

J.C. Penney Co. Inc.
Public Affairs Department
P.O. Box 659000
Dallas, TX 75265-9000
Attention: Golden Rule Network

Career Profile and Handouts

CAREER AWARENESS

OBJECTIVE: The student will learn how to identify employment opportunities.

The student will:

- Be exposed to a variety of guest speakers.

- Participate in field trips designed to identify potential occupational choices.
- Interview one adult in a chosen occupation.
- Design a business card for the occupation she/he has chosen.
- Be aware of non-traditional employment roles.
- Attend a Career Fair.
- Review career magazines.

RESOURCES: - Guest speakers

- Videos - JOBS FOR THE 90's, or KALEIDOSCOPE OF CAREERS
- Blank business cards

TESTING

OBJECTIVE: The student will identify her/his educational abilities, aptitudes, interests, and personality characteristics. The student will:

- Complete one or a combination of aptitude tests, an interest inventory and/or a personality profile.
- Determine aptitudes and abilities through formal and informal instruments.
- Be able to understand the results of the formal instruments, and personal characteristics with other adults (i.e. parents, etc).

RESOURCES: Differential Aptitude Test (Freshmen)
COPS Interest Inventory (Sophomores)
Strong Campbell Interest Inventories (Juniors)
Meyers Briggs Personality Indicator (Juniors)
ASVAB Test (Juniors)
Ohio Vocational Interest Survey (Seniors)
College Major Interest Inventory (Seniors)

GUIDANCE INFORMATION SYSTEM

OBJECTIVE: To facilitate students' career research by reviewing the GUIDANCE SYSTEM (GIS) and identifying the capabilities of this tool. The student will:

- Be able to utilize the Strong Campbell interest Inventory and ASVAB scores in conjunction with the GIS to generate a list of occupations related to individual student aptitudes and interests.
- Be able to use the Direct Method on the GIS to learn more about the occupation they have identified by the above mentioned methods.
- Be able to print copies of occupations they have chosen to research. This information will be available to share with parents, teachers, etc.
- Be able to identify suggested course work necessary to perform specific occupations.

RESOURCES:

- The Guidance Information System
- Test scores from SCII and MBPI
- Computer Hardware
- Overhead Computer Projection Equipment
- Occupational Outlook Information
- Dictionary of Occupational Titles

COLLEGE CATALOGS

OBJECTIVE: The student will learn how to identify and evaluate post-high school educational opportunities and the feasibility of attending a selected facility. The student will:

- Be able to use the GIS to seek out schools of interest.
- Be able to acquire additional information from schools by calling or writing for admission packets.
- Be able to locate registration requirements for each institution, and evaluate whether they qualify for admission to the institution.
- Be able to locate specific programs of study and identify necessary course work in post-secondary catalogs.
- Be able to compare post-secondary institutions.

APPLICATIONS

OBJECTIVE: To acquaint the student with job and scholarship seeking interview skills, proper completion of applications and resumes, and appropriate written communications. The student will:

- Learn how to evaluate the want ads in search of employment opportunities for which they are qualified.
- Learn the do's and don'ts of interviewing.
- Apply interviewing skills learned through role plays.
- Complete an application form.
- Submit an actual employment application to Employment Securities Division.
- Participate in the lecture/worksheet guide on developing a resume.
- Be able to write letters of application and follow-up.
- Learn how to develop a credential file for future use.

- RESOURCES:**
- Newspapers, magazines
 - Blank scholarship applications
 - Blank state employment applications
 - Big Sky Career Guide Implementation Guide
 - Big Sky Career Guide
 - File folders, white bond paper

CAREER GUIDANCE HANDBOOK

OBJECTIVE: To provide written career planning information which can begin as a freshman and continue throughout graduation. The student will:

- Be able to identify the courses necessary for high school graduation.
- Be able to identify courses necessary for the college-prep curriculum.
- Be aware of the timeline -- what they should be doing each year to be 'on track' for college prep.
- Be able to list reasons for going on to post-secondary education.
- Be able to complete a self-evaluation of academic, extra-curricular, personal attitude and values.
- Be able to evaluate post-secondary opportunities.
- Be able to understand the importance of the application process in relation to scholarships, timelines, neatness, completeness, recommendations, etc.
- Understand the importance of testing, financial aid, i.e., getting their registrations in on time, arriving early, doing their best, etc.
- Be exposed to a list of questions they may wish to ask of post secondary institutions and career people.

RESOURCES: - Career Guidance Handbook

The Career Guidance Handbook (developed by the school counselor) is an invaluable resource for students as they research and make career choices. The 36 page booklet is complete with a timeline for College Preparation, Entrance Requirements, Application Procedure, Scholarship and Financial Aid Information, Information on "How to Select A College" and Testing Program. For the purposes of this publication, it was impossible to reprint the Career Guidance Handbook in its entirety. However, the "Learning More About Colleges" and the "College Comparison Sheet" have been included as examples. The complete document can be obtained by contacting the source below.

SOURCE:

Betty Taylor
School Counselor
Plains High School
P.O. Box 549
Plains, MT. 59859

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
Responsive Services
System Support

LEARNING MORE ABOUT COLLEGE

The more information you can gather about the colleges that interest you, the better your chance of making a good choice. Start a file folder for each college which interests you. Initiate the process by looking through college catalogs in the guidance office or in the public library. The information in the catalogs will help you decide which schools to contact for more information. College catalogs vary, but most contain detailed information on admissions, student life, academic offerings, degree requirements, costs and financial aid. Another aid in beginning your search is the G.I.S. Guidance Information System computer program. By typing in the characteristics that are important to you, the computer will print out colleges, that combine these characteristics. Check with the counselors for the use of this.

Talk to counselors, friends, school teachers and advocates about colleges with which they are familiar. Continue the process by writing a letter to each college expressing your interest in the institution and requesting additional information and application forms. Be specific about the information you want - tell the college something about yourself. Be sure grammar and spelling are correct and that your letter is neatly typewritten.

College newspapers are also a good source of information about day-to-day student life. Write to the colleges and request these.

College representatives will meet with you and give you first-hand information about the college. Check with the counselors to see whether a recruitment or admissions officer from the college is scheduled to visit your high school. If not, write to the college requesting an appointment with a college representative in this area. Before you meet with the rep, think about the questions and interests you have concerning the college.

College visits are probably the best way to learn about a college. If possible, plan to visit during the academic year when students are in residence and classes are in session. Many colleges schedule regular campus tours conducted by students and will arrange for you to spend the night in a dorm and dine in the cafeteria. Be sure to write a letter requesting these services. Plan to attend some classes, visit the library and student center, and arrange for an interview with the admissions officer as well as the Department Representative (faculty members).

Check the Scholarship Board for notices on when college and vo-tech representatives will be arriving.

The Daily Bulletin provides daily information when college recruiters will be visiting.

COLLEGE COMPARISON

When you are ready to start your applications, apply to more than one school unless you are absolutely certain of admission. Most students will apply to (1) a "dream" college--one that is competitive for their aptitude level, (2) a "probable" college-- selective, but quite possible, (3) a "sure entry" college--less selective or open admission. Of course, you may apply to more than three!

Remember to keep you options open. Avoid limiting yourself in your search; allow for changes of mind and interest. Likewise, it is not necessary to specialize too early.

COLLEGE COMPARISON SHEET

As you research college, record pertinent information below for final comparisons.

AREAS TO EXAMINE	COLLEGE A	COLLEGE B	COLLEGE C
High school subjects required for admission			
Average scores of entrance test required			
Interview required			
Latest date to apply for admission			
Latest date to apply for financial aid			
Freshman dropout rate (percentage)			
Degrees offered			
Quarter or semester system			
Tutorial program			
Work-study program			
Opportunities for study abroad			
On campus residence required			
Dorm visitation policy			
Curfew			
Fraternities & sororities			
Intercollegiate athletics			
Intramural athletics			
Personal counseling			
Placement services			
Estimated annual total cost			
Average class size			
Scholarship opportunities			
Total enrollment			
Percentage of faculty with Ph.D degrees			
Early admission program			
Transfer policy for credits			
Foreign languages required			
Opportunities for part-time work			

CAREER GUIDANCE AT POLSON

UNIT(S)

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To provide a career guidance program to grades 9-12 at Polson High School.

GRADE LEVEL: 9-12

GROUP SIZE: Class

TIME: Varies

SPACE REQUIRED: Classroom/library/computer lab

MATERIALS NEEDED: Refer to summary.

SUMMARY:

Following is a brief outline and summary of the career guidance activities provided for Polson High School students. The activities are presented by the school counselors in cooperation with various academic departments, with two exceptions. The College and Vo-Tech Project and the Scholarship Resume are presented by the English Department with support from the guidance office. A summary of the Grade 9 Career Planning Unit is attached, as well as, copies of the Post Secondary Guides for Grades 9-12. The Parting Is Such Sweet Sorrow activity and Grade 10 Career Planning Unit is found elsewhere in this publication and explained in greater detail. (The Grade 10 Career Planning Unit is found under Career Guidance: From A to Z).

SUMMARY CAREER GUIDANCE ACTIVITIES			
GRADE	SEMESTER	ACTIVITY	DEPARTMENT
9	1st	Post Secondary Guide Study Tips (1 day)	Earth Science
9	2nd	Career Planning Unit (6-7 days)	English 9
10	1st	Post Secondary Guide (1 day)	Biology
10	2nd	Career Planning Unit (7-8 days)	English 10
11	1st	Post Secondary Guide (1 day)	U.S. History
11	1st	Career Planning Unit (1-2 days)	English 11
12	1st	Post Secondary Guide (1 day)	Government
12	1st	College & Vo-Tech Project Scholarship Resume	Engl. 12 & AP Engl. 12 & AP
12	2nd	Parting is Such Sweet Sorrow	English or Govt.

SOURCE:

Sherry Jones
School Counselor
Polson High School
111 4th Ave. E.
Polson, MT 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

CAREER PLANNING UNIT POLSON HIGH SCHOOL GRADE 9

This unit will address the needs of Polson High School students as expressed in the Spring 1992 Guidance Survey.

GOAL: To help students explore and relate their interests and abilities to present and future educational, work and leisure pursuits.

COMPETENCY:

The student will understand his/her abilities, interests and aspirations.

The student will explore and relate interests and abilities to present and future education, work and leisure pursuits.

The student will understand how to find career information and resources.

The student will understand the educational requirements of careers they are interested in.

The student will develop a flexible 4-year plan.

The career unit will be coordinated with the Grade 9 English Class. The counselors present the unit, the English teachers supervise the career writing project. Student handouts, activities, COIN (the computerized information system), and the HARRINGTON O'SHEA Interest Inventory will be utilized to meet the intent of the unit. The career unit is briefly outlined below.

SESSION 1: HOW DO WE GET FROM HERE TO THERE?

An introductory activity - The Fantasy Trip - will be used to explain the importance of career planning and goal setting.

SESSION 2 & 3: HARRINGTON O'SHEA INTEREST INVENTORY

The self-scored instrument integrates five components in choosing a career --- abilities, job values, future plans, subject preferences, and interests. It provides students with an introduction to the career planning process and a sound basis for making course selections.

SESSION 4: WHERE DO WE GO FROM HERE?

A goal setting process will be presented and reviewed. Students will be given the criteria for a written analysis and summary of the information received in the Career Planning Unit. Through the written assignment students will:

1. Analyze their abilities, job values, subject preferences, and interests in relation to future educational plans and possible careers.
2. Receive an occupational print-out on the COIN computerized information system.
3. Complete a brief written analysis of how their abilities, values, subject preferences, and interests relate to the occupation.
4. Write five goals that will assist them in achieving their educational and career plans.
5. Complete a tentative 4-year educational plan.

SESSION 5 & 6: COIN OCCUPATIONAL INFORMATION

The writing lab will be reserved and students will be allowed access to COIN over the next 2-3 days.

THE PIRATE PLANNER

Post Secondary Guide

Calendar

9TH GRADE

FIRST SEMESTER

_____ Check your high school credits to ensure that you are taking the necessary courses to meet graduation requirements and post secondary options.

_____ Develop a serious attitude toward your studies. Grade point average and class rank are important considerations for your acceptance into most colleges. Your G.P.A. counts!

_____ Develop good study habits. If you find yourself struggling with your studies at any point during your freshmen year--first consult with your teacher, and then check with the guidance office for study skills assistance and for peer tutorial help.

_____ Set personal goals for academic achievement. Evaluate and re-assess your goals frequently. Ensure that you are actively working toward your goals.

_____ Select extra-curricular activities, clubs and organizations that interest you and GET INVOLVED!

_____ Encourage your parents to attend Parent-Teacher Conferences in November, so that they will become familiar with your class schedule, teachers and the school.

_____ Remember--the guidance office is here to help you in anyway they can. Contact your counselor if you have any concerns--personal, educational or career.

_____ Read the daily bulletin and watch for announcements about special programs available for freshmen.

_____ Plan your involvement in extra-curricular, class and community activities purposefully. Your resume (which includes academic achievements, awards, honors, G.P.A., leadership positions and school/community activities) becomes very important as you apply for jobs, special programs, post secondary schools and scholarships.

_____ Plan ahead for major project deadlines and your semester exams.

SECOND SEMESTER

_____ Take the HARRINGTON O'SHEA (Career Decision Making) Inventory, analyze and compare the results to possible career choices.

_____ Visit the guidance office and become familiar with the reference materials available for career and post secondary exploration.

_____ Visit with people employed in your occupational interest area. Ask questions about actual job tasks, training required, helpful skills, advantages and disadvantages, employment opportunities, advancement, etc.

_____ Using the post secondary materials in the guidance office, make a list of post secondary schools to which you may want to apply. Check the entrance requirements of the schools and make sure you select appropriate course work for next year.

_____ Participate in the CAREER DAY PROGRAM. This is an excellent opportunity to expand your knowledge about potential careers and to obtain important information.

_____ Begin your course selection process for next year. Review the Pirate Planner and your 4-year educational plan. Select courses for next year that are compatible with your college and career goals.

_____ Review your academic skills with your counselor and teachers to identify any weak areas that need improvement. Consideration should be given to any deficiencies as you register for the next school year.

_____ Discuss your educational goals and 4-year plan with your parents.

_____ You will be taking the TAP tests, along with all other 9th through 11th graders. Do your best! The results will provide additional information regarding your academic strengths, as well as, identify areas that you may want to improve upon.

_____ Plan ahead for major project deadlines and your semester exams.

_____ Read as much and as widely as you can during the summer ahead. Set aside time for reading every day. A wide variety of reading material will benefit you in your course work next year.

_____ Have a safe and fun summer!

THE PIRATE PLANNER

10TH GRADE

Post Secondary Guide

Calendar

SEPTEMBER / OCTOBER

_____ Check your high school credits to ensure that you are taking the necessary courses to meet graduation requirements and post secondary options.

_____ Develop a serious attitude toward your studies. Grade point average and class rank are important considerations for your acceptance into most colleges. Your G.P.A. counts!

_____ Develop good study habits. If you find yourself struggling with your studies at any point during your sophomore year--first consult with your teacher, and then check with the guidance office for study skills assistance and for peer tutorial help.

_____ Set personal goals for academic achievement. Evaluate and re-assess your goals frequently. Ensure that you are actively working toward your goals.

_____ Remember--the guidance office is here to help you in anyway they can. Contact your counselor if you have any concerns--personal, educational or career.

NOVEMBER / DECEMBER

_____ Encourage your parents to attend Parent-Teacher Conferences in November, so that they will become familiar with your class schedule, teachers and the school.

_____ Take the OVIS Interest Inventory, and analyze results against possible career choices.

_____ Learn how to use COIN, the computerized information system, for occupational and post secondary information.

_____ Visit the guidance office and become familiar with the reference materials available for career and post secondary exploration.

_____ Visit with people employed in your occupational interest area. Ask questions about actual job tasks, training required, helpful skills, advantages and disadvantages, employment opportunities, advancement, etc.

_____ Plan your involvement in extra-curricular, class and community activities purposefully. Your resume (which includes academic achievements, awards, honors, G.P.A., leadership positions and school/community activities) becomes very important as you apply for jobs, special programs, post secondary schools and scholarships.

_____ Read the daily bulletin and watch for announcements about special programs available for sophomores.

JANUARY

_____ Plan ahead for major project deadlines and your semester exams.

FEBRUARY / MARCH

_____ Begin your course selection process for next year. Review the Pirate Planner and your 4-year educational plan. Consider appropriate courses for next year. Pay special attention to courses which will be required for college entrance.

_____ Review your academic skills with your counselor and teachers to identify any weak areas that need improvement. Consideration should be given to any deficiencies as you register for the next school year.

_____ Discuss your educational goals and 4-year plan with your parents.

_____ Continue to look into occupations that fit with your abilities and interests. Utilize the COIN (computerized information system) and other reference materials available in the guidance office.

_____ Using the post secondary materials in the guidance office, make a list of post secondary schools to which you may want to apply. Check the entrance requirements of the schools and make sure you select appropriate course work for next year.

_____ Participate in the CAREER DAY PROGRAM. This is an excellent opportunity to expand your knowledge about potential careers and to obtain important information.

APRIL / MAY

_____ You will be taking the TAP tests, along with all other 9th through 11th graders. Do your best! The results will provide additional information regarding your academic strengths, as well as, identify areas that you may want to improve upon.

_____ Plan ahead for major project deadlines and your semester exams.

JUNE

_____ Read as much and as widely as you can during the summer ahead. Set aside time for reading every day. A wide variety of reading material will benefit you in your course work next year.

_____ Have a safe and fun summer!

THE PIRATE PLANNER

Post-Secondary Guide

11TH GRADE

Calendar

SEPTEMBER

_____ Check your high school credits to ensure that you are taking the necessary courses to meet graduation requirements and post secondary options.

_____ Develop a serious attitude toward your studies. Grade point average and class rank are important considerations for your acceptance into most colleges. The best preparation for the college entrance exams (ACT and SAT) is your high school courses.

_____ If you find yourself struggling with your studies at any point during your junior year--first consult with your teacher, and then check with the guidance office for possible peer tutorial help.

_____ Remember--the guidance office is here to help you in anyway they can. Contact your counselor if you have any concerns--personal, educational or career.

OCTOBER

_____ Register for the (PSAT) Preliminary Scholastic Aptitude Test, if you are planning to attend a 4-year college or university. The test date is Thursday, October 22, 1992. The test will provide you with an assessment of your academic skills and is a good preparation for the college entrance exams. The test also qualifies you for a national scholarship program.

_____ Visit the guidance office and familiarize yourself with the reference materials, college catalogs, and COIN, the computerized career information system available for your use.

_____ Sign up for visitations with representatives from colleges, vocational schools and/or military branches. The visitations are announced through the daily bulletins.

_____ Visit colleges or vocational schools (whenever possible) that you are considering, during school vacations - Example: The October Teacher Convention.

NOVEMBER / DECEMBER

_____ Encourage your parents to attend Parent-Teacher Conferences in November, so that they will become familiar with your class schedule, teachers, and the school.

_____ Consider taking the (ASVAB) Armed Services Vocational Aptitude Battery, as well. This test is administered by military personnel and provides helpful information in assessing your academic and vocational abilities. The ASVAB test will be given Tuesday, November 17.

_____ Meet with your counselor to go over your PSAT results and discuss post-secondary plans.

_____ Investigate features of colleges/vocational schools that seem to suit your interest, needs and abilities. Consider the school size, type (public or private), location, field of study offered, academic quality, cost, social environment, facilities and special programs.

_____ Talk with a wide range of sources for post-secondary information, such as: recent graduates from PHS attending colleges, parents, teachers, counselors, other adults and classmates.

_____ Interview individuals working in your possible career choice. Visit the employment site, if appropriate.

_____ Write to colleges and vocational schools you are thinking about attending. Ask for information on their academic programs, admissions criteria, and financial aid. Addresses can be found in the Guidance Office.

_____ Read the daily bulletin and watch for announcements about special programs or scholarships available to juniors.

_____ If you are interested in a military academy, the application process begins during your junior year. Pick up an informational packet in the guidance office

JANUARY

_____ Plan ahead for major project deadlines and your semester exams.

_____ If you must make a schedule change, or add a new course, for second semester, talk to your counselor by the end of first semester. All changes must be approved and completed by the first week of second semester.

_____ Watch for announcements regarding Montana Girls and Boys State. If you are interested in applying, make sure you meet the application deadline.

FEBRUARY / MARCH

_____ Begin your course selection process for next year. Review the Pirate Planner and your 4-year educational plan. Consider appropriate courses for next year. Pay special attention to courses which will be required for college entrance.

_____ Participate in the PHS CAREER DAY PROGRAM. This is an excellent opportunity to visit with individuals employed in your occupational interest area and to obtain important information about potential career options.

_____ Review your academic skills with your counselor and teachers to identify any weak areas that need improvement. Consideration should be given to any deficiencies as you register for the next school year.

_____ Discuss your educational goals with your parent(s).

_____ Read "Making College Costs", a free publication available from the Guidance Office. This is a good time to start estimating post secondary costs, and developing plans to meet those expenses.

APRIL / MAY

_____ You will be taking the TAP (standardized achievement) tests, along with all other 9th through 11th graders. Do your best! The results will provide additional information regarding your academic strengths, as well as, identify areas that you may want to improve upon.

_____ Determine which college entrance exams you should take. Register for either the ACT or SAT. The ACT will be given at PHS on June 12, 1992. The deadline to register for the June 12th ACT exam is May 14.

_____ Consider making college campus or vocational school visits in conjunction with any summer trips you plan. Write or call the admissions office for information on visitations.

_____ Make arrangements for summer employment. If applying for financial aid next year, you will be expected to help pay for college/vocational costs of your post-secondary school.

_____ Prepare for the ACT or SAT exam, by reviewing the student bulletin and practice tests. Both are available through the Guidance Office.

_____ Plan ahead for major project deadlines and your semester exams.

JUNE

_____ If you are registered to take the ACT exam on June 12th....plan to arrive at the high school by 8:15 a.m. with your admission ticket and #2 pencils. Plan for a good nights rest prior to the exam.

_____ Read as much and as widely as you can during the summer ahead. Set aside time for reading every day. A wide variety of reading material will benefit you in your course work next year.

_____ Have a safe and fun summer!

THE PIRATE PLANNER

Post-Secondary Guide

12TH GRADE *Calendar*

SEPTEMBER

_____ Check your high school credits to ensure that you are taking the necessary courses to meet graduation requirements and post secondary options.

_____ Maintain a serious attitude toward your studies. The best predictor of college success is your high school G.P.A.....and colleges consider this!

_____ If you find you are struggling with your studies at any point during your senior year--first consult with your teacher, and then check with the guidance office for possible peer tutorial help.

_____ Remember--the guidance office is here to help you in anyway they can. Contact your counselor if you have any concerns--personal, educational or career.

_____ Talk with your parents about your post secondary options. Discuss finances and what kind of financial assistance you can expect from them.

OCTOBER

_____ Determine if you should take a college entrance exam. If you are planning to go to college, you will need to take either the ACT or SAT. (Competitive colleges may also require 1-3 ACH tests). Information and registration packets are in the Guidance Office. PHS will be giving the ACT on December 12,1992.

_____ Complete a SENIOR RESUME. Ask your English teacher for assistance. The resume will make post secondary, job and scholarship applications much easier to complete.

_____ Narrow your post secondary choices down to 2-5 schools. Your selection should include at least one school that you definitely feel will accept you.

_____ Send for college and vo-tech catalogs, applications and financial aid forms from your chosen schools. Keep a well organized file of information received.

_____ Make a post secondary comparison chart of your final choices.....Consider location, type of school, majors and degrees offered, size, accreditation, cost, academic quality, social environment, facilities and special features.

_____ Utilize the reference materials in the Guidance Office and (COIN) the computerized information system, as you research college and career choices.

_____ Sign up for visitations with representatives of colleges, vocational schools and the military that you are thinking of applying to. The visitations are announced through the daily bulletin.

_____ If you have not already done so, try to visit the schools which you are considering. The October Teacher Convention is a good time to visit schools within a reasonable distance.

_____ Check application deadlines for colleges and vo-techs. Find out if there are early deadlines to qualify for certain majors, campuses or housing. Some colleges have application deadlines as early as November 1, particularly for early decision plans.

_____ Read the daily bulletin and watch for announcements about scholarships. You can begin applying for some National and State scholarships as early as October. Type all applications!

NOVEMBER / DECEMBER

_____ If you plan to take the December 12th ACT exam at PHS, the registration deadline is Nov.13, 1992.

_____ Encourage your parents to attend Parent-Teacher Conferences in November, so that they will become familiar with your class schedule, teachers, and the school.

_____ Create a checklist of registration and application deadlines for tests, scholarships, college/vo-tech applications and financial aid.

_____ Maintain a Senior Calendar. Put important dates on your calendar. Keep the calendar where you will see it every day.

_____ Begin a post secondary file with application forms, resume, essays, etc. Keep all of this in a handy folder with your Pirate Planner-Post Secondary Guide.

_____ If one or more colleges require application essays, begin preparing notes and outlines. The essay is an important part of your college application.

_____ If you are attending an out-of-state college in the Western United States, find out if you can qualify for the Western Graduate Exchange Program. This may save you tuition expenses.

_____ Decide what adults (teachers and community members) you will ask to write recommendations for you. As you need recommendations, ask these individuals well in advance, 2 to 4 weeks. Give them a copy of your resume and a brief overview of the scholarship, i.e., name, purpose, criteria for selection and a deadline. Once written, be sure to send a thank you note to the individual(s) writing your recommendations.

_____ Talk with friends or high school graduates who are may be home over vacation after completing their first term at college. They can give you invaluable insights that you can compare to facts presented by college literature and representatives.

JANUARY

_____ Check the financial aid deadline of the school(s) you have chosen. Some deadlines are as early as February 1. Financial aid deadlines for most Montana schools is March 1st.

_____ Start gathering the financial records needed to complete the financial aid forms. 1992 tax information is required from you and your parents, so plan to complete your tax returns as soon as possible.

_____ Attend the FINANCIAL AID SEMINAR for seniors and their parents, held at Polson High School in January. Financial aid will be explained and assistance will be provided in completing the forms.

_____ Beware of "senioritis"! Your senior year grades count heavily in college admissions.

_____ If you must make a schedule change, or add a new course, for second semester, talk to your counselor by the end of first semester. All changes must be approved and completed by the first week of second semester.

FEBRUARY / MARCH

_____ Make sure you have completed and sent in your financial aid forms. Keep a copy for your own records. Financial aid must be applied for every school year.

_____ Apply for admission to the post secondary school of your choice (if you have not already done so). Most colleges will not process your financial aid application until they have received your application for admission.

_____ If you have applied to more than one college or vo-tech, try to rank your choices by location, cost, academic program, social and cultural environment.

_____ Read the daily announcements and actively look for scholarship information. Most of our local scholarships are announced February through April. Remember to type all applications!

APRIL / MAY

_____ If you are planning to attend Montana State University, consider attending the MSU High School Week. The majority of MSU's scholarships are awarded on the basis of tests given during this event.

_____ You will be receiving financial aid acknowledgements and requests for additional information. Make sure you respond to the requests immediately.

_____ Those of you who applied to colleges, will start receiving offers of admission and financial aid. Discuss your acceptance (and rejections) with your family, counselor, and friends. Weigh any offers against what you want. Decide which college is right for you.

_____ If you were not accepted into the school of your choice, consider going to a community college for the first year or first semester.

_____ As you make post secondary decisions or receive scholarship awards, please keep your school counselor informed.

JUNE

_____ Write thank you notes to sponsors of any scholarships you have received. We want to ensure that scholarships are available for upcoming students.

_____ Notify the guidance office of which school your final transcript should be sent. Wishing you many wonderful adventures and personal achievements in your "Life After High School".

CAREER GUIDANCE: FROM A TO Z

(AVIATOR TO ZOOLOGIST)
UNIT

CONTENT AREA: EDUCATIONAL - CAREER

GOAL: CAREER PLANNING

APPLICATION:

PURPOSE: To help students recognize and relate their interests, abilities and aspirations to possible career choices.

GRADE LEVEL: 10

GROUP SIZE: Class

TIME: 6-7 sessions, 50 min. each

SPACE REQUIRED: Classroom and computer lab

MATERIALS NEEDED: OVIS Interest Inventory, COIN computerized information system (any system will do), career and reference materials, copies of student handouts - "Career Profile," "Personality Traits," "Work Values," "Career Project Outline," and a copy of *Career Choices* by Mindy Bingham and Sandy Stryker (Available from: Able Publishing, 3463 State Street, Suite 219A, Santa Barbara, CA 93105).

SUMMARY:

The following career guidance unit was created by adapting many ideas from school counselors across Montana. Their ideas were a tremendous help in putting together a unit that met the specific needs of our district. In addition many ideas have been adapted from *Career Choices* by Mindy Bingham and Sandy Stryker. Permission to reproduce activities from *Career Choices* could not be obtained. Therefore, whenever appropriate, reference has been made to specific pages and the activities within *Career Choices*.

The career unit is coordinated with the sophomore English class-Composition. All sophomores are required to take English Composition, therefore they all participate in the career unit. The counselor presents the unit, and the English teachers supervise the career research project.

SESSION I: ASSIGNED VS CHOSEN CAREERS

The following activity is used as an introduction to the career unit. Hopefully it also creates some enthusiasm and commitment on the part of the students.

Activity 1: Assigned Careers

Collect occupational briefs (one for each student) on a variety of occupations. You may want to "stack the deck" with an emphasis on occupations requiring only a high school diploma. Randomly handout the briefs to the students. Tell them, "I want you to assume that this is your assigned career--the occupation in which you will work for the rest of your life." Ask students to read the brief and answer these questions: "What do you like about the job? What don't you like? How does it feel to be "stuck in" and occupation that you didn't choose?"

Summarize the activity with the idea--Some people accidentally fall into occupations that they enjoy. Most don't. If you do not actively plan and prepare for a career, you may end up in an "assigned career." (This activity was adapted from an idea submitted by Peggy Mallette, counselor, Hellgate Intermediate School, Missoula, MT.)

Activity 2: OVIS II

Introduce the OVIS II (Ohio Vocational Interest Survey) as a tool in career planning. Explain the purpose, type of information generated and procedures for completing the instrument. Teachers supervise the administration of the survey. This will likely take another class period. Once the surveys are completed, the counselor collects, organizes and sends the surveys for machine scoring. This can take 3-4 weeks, so plan ahead and coordinate an appropriate time line with the English teachers.

SESSION II: THE CAREER PLANNING PROCESS

Introduce the importance of career planning by using the following activity.

Activity 1: Alice in Careerland

When Alice in Wonderland was trying to decide which way to go during her travels, she asked the Cheshire Cat, "Would you tell me please, which way I ought to go from here?" "That depends a good deal on where you want to get to," said the Cat. "I don't much care where" said Alice. "Then it doesn't matter which way you go", said the Cat.

Moral of the story - If you don't care where you are going, then it really doesn't matter which choice you make. If you do care, then what you do today and how you prepare for tomorrow - will make a difference. Deciding which way to go requires first that you decide where you want to go.

Activity 2: Jobs vs. Careers

Introduce the concept "There are jobs and there are careers". A job includes specific tasks, paid or unpaid. We all will very likely have several jobs throughout our life time. But, a career encompasses your lifelong work. Share personal examples. Stress the importance of planning ahead and that careers grow out of planned experiences.

Activity 3: The Career Target

Introduce the Career Planning Process.....With a career as the target, we are striving toward. Ask the students, "How would you know if you have found a successful career?" Answers will probably include: happiness, wealth, satisfaction, accomplishment, status, etc.--This introduces the idea that success is defined differently by each of us, and that it is important for each individual to determine what a successful career is for them.

If a successful career is your target, then the process to get there includes, (refer to *Career Choices* p. 26) recognizing and understanding your:

- 1) Values and Passions: What is important to me.
- 2) Personality Traits: What my strengths are.
- 3) Skills and Abilities: What I am good at.
- 4) Interest: What I like doing.
- 5) Occupational Data: How this all relates to specific occupations.
- 6) Post secondary training: Where I can get the necessary training.

Emphasize that Career Planning is a PROCESS. As we change, grow, and experience new things, the process evolves with us.

Activity 4: Identifying Your Passions

Concept to be taught: A passion is something you feel very strongly about and have endless enthusiasm for. Perhaps some of the happiest people are those who found a way to incorporate their passions within their work. These are the people who say, "I can't believe they pay me to do this job". Ask students to identify their passions by completing "My Passions" activity (Refer to *Career Choices* p. 29). Divide the class into groups of three, and have students share their responses with their group. Summarize comments within the larger group.

SESSION III: WHAT ARE YOUR VALUES?

Activity 1: Work Values

Instruct students to complete the "Work Values" handout. Discuss the results. Ask questions, such as: "How can you determine if someone truly values something?" (Their actions indicate they do). "How many of you would say that you value your life?" (Most would). Continue with, "One 'rule of thumb' to determine how important a value is to you, is by looking at your actions." "How many of you eat healthy foods, exercise, and get sufficient sleep?" "How many of you religiously wear your seat belts. This means all the time, including around town and, to and from, the grocery store." "How many of you have ridden in a car with someone who has had 2-3 beers?" "How many of you have drank 2-3 beers and gotten behind the wheel?" "How many of you take unnecessary risks, like driving fast or carelessly?" Point: Make sure your actions are in accordance with your values. Actions speak louder than words. Apply this "rule of thumb" to Work Values. It should help students determine what really is important to them.

Activity 2: Personality Traits

Explain what personality traits are, and that the next activity is going to give us insight to who we are. It is important for you (the counselor) to model this activity for your students.

- 1) Take off one of your shoes.
- 2) Using your shoe - describe your shoe (to the class) as a reflection of your personality and personal traits. This activity is not only fun, but helpful to students, allowing them to gain insight to their personality traits.
- 3) Give students a few minutes to decide how they will describe their shoe to the group. You may need to divide the class into groups, depending on its size.
- 4) Each student is given the opportunity to introduce their shoe to the class.
- 5) Discussion: What did the descriptions reveal about the "shoes' owner?" Allow a few minutes for students responses and to summarize the activity.

Activity 3: Personality Traits Continued

Instruct students to complete item #1 on the "My Personality Traits" handout. Items #2 and #3 (parents and friends responses) will need to be completed as a homework assignment.

SESSION IV: SKILLS AND ABILITIES

Activity 1: Personality Traits Summarized

Ask the students the following questions: "How did you feel about your parent(s) selection of personality traits? About your friends?" "Where they similar to your own?" On the bottom of their Personality Traits handout, ask the students to complete: THINGS I KNOW I AM..... THINGS I KNOW I AM NOT.....

Activity 2: Skills and Abilities

Review the "Skills and Abilities" chart with the students and have them complete it. (Refer to *Career Choices* p. 48). In addition to this handout, ask students to list those classes (math, English, etc.) or activities (athletics, drama, speech, etc.) in which they feel successful at. Using this information ask students to identify areas that they would like to improve upon. Ask them to make two columns and then answer the following questions:

Those Skills I Wish To Improve..... How I Intend To Do It.....

Divide the class into groups of 3-4 students. Within each group have students report on their handouts. As they come to Those Skills I Wish To Improve..... their group is instructed to provide feedback and suggestions on ways to improve skills.

SESSION V: CAREER PROFILE

Activity 1: OVIS Results

Give students their OVIS Interpretative Report and explain results. Students will need time to read and review the information contained in the report.

Activity 2: Career Profile

The purpose of this activity is to show students how all the pieces of the career planning process fit together. Give students a copy of the "Career Profile" and instruct them to summarize their results in the appropriate categories. Upon completion they should have one to two careers they wish to explore.

SESSION VI: CAREER PROJECT

Review the "Career Project Outline" with the class. Identify the resources they will need to complete the project. (We reserve the computer lab and allow students access to COIN, the computerized information system over the next 3-4 days).

The English teachers take over from here. The students research, write and deliver their Career Research Projects to the class. The advantage being---all students are exposed to a variety of occupations and data interpretation. Once the unit is finished, students update their 4-year plan and complete a career unit evaluation.

SOURCE:

Sherry Jones
School Counselor
Polson High School
111 4th Ave. East
Polson, MT. 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

WORK VALUES

WHAT DO YOU WANT IN A CAREER?

Values, defined as something a person prizes or cherishes, determine what is satisfying and successful to a person. Look at the work values continuum and rate how important the work value is to you on a scale of (1) to (10). (1) being the lowest and (10) being the highest.

WORK VALUE CONTINUUM

1. Creating and trying new ideas	1 _____	5 _____	10 _____
2. Solving problems and challenges	1 _____	5 _____	10 _____
3. Feeling of helping someone	1 _____	5 _____	10 _____
4. Potential for salary increases	1 _____	5 _____	10 _____
5. Doing a variety of activities on the job	1 _____	5 _____	10 _____
6. Feel independent to make decisions	1 _____	5 _____	10 _____
7. To have others see your occupation as being important	1 _____	5 _____	10 _____
8. To give beauty or aesthetic expression to your work	1 _____	5 _____	10 _____
9. To form social ties with co-workers	1 _____	5 _____	10 _____
10. To feel that your job will be secure	1 _____	5 _____	10 _____
11. Feel free to live your personal lifestyle	1 _____	5 _____	10 _____
12. To feel your boss is considerate of you	1 _____	5 _____	10 _____
13. Importance of work environment	1 _____	5 _____	10 _____
14. To feel good about the results of your work	1 _____	5 _____	10 _____
15. Use leadership and organizational abilities	1 _____	5 _____	10 _____
16. Learning new things	1 _____	5 _____	10 _____
17. Other:	1 _____	5 _____	10 _____

Choose your top five Work Values, and list them according to their importance to you, on the lines below.

1. _____
2. _____
3. _____
4. _____
5. _____

This activity was adapted from the Alaska School Counselors Handbook, Alaska State Department of Education, Adult and Vocational Education, P.O. Box F, Juneau, Ak 99811.

MY PERSONALITY TRAITS

Your personality traits are an important consideration in choosing a career. Are you sociable? quiet? independent? Personality traits are not necessarily "good" or "bad". It's just a matter of choosing a career that's compatible with your personality traits.

What are your personality traits? You will have an opportunity to complete a self assessment, as well as, ask friends and family members for their impressions. Refer to the list of personality traits below, and determine your traits by doing the following:

- 1) Select 10 personality traits that you feel best describes you.
- 2) Ask your parent(s) to select five traits that they feel best describes you.
- 3) Ask three friends to select five traits that they feel best describes you.

accepting	adaptable	aggressive	ambitious
authoritative	bold	clever	confident
critical	dependable	dependent	disciplined
respectful	responsible	sarcastic	self-conscious
energetic	friendly	gentle	happy
hardworking	helpful	imaginative	independent
intelligent	intuitive	moody	sensitive
serious	sociable	stubborn	kind
logical	organized	tactful	trustworthy
patient	perceptive	perfectionist	persuasive
precise	quiet	reliable	witty

Compile the information you have received about your personality traits. Select 5 traits that have been used most frequently to describe you (and that you agree with). List them in the first column - Things I Know I Am. In the second column - Things I Know I Am Not - list 5 traits that you know you are not. This may include information from parents and friends, or just your perception.

THINGS I KNOW I AM.....

1. _____
2. _____
3. _____
4. _____
5. _____

THINGS I KNOW I AM NOT.....

1. _____
2. _____
3. _____
4. _____
5. _____

CAREER PROFILE

NAME _____

GRADE _____

MY VALUES-----WHAT I VALUE THE MOST.....

1. _____
2. _____
3. _____
4. _____
5. _____

MY PASSIONS-----THINGS FOR WHICH I HAVE ENDLESS ENTHUSIASM.....

1. _____
2. _____
3. _____

MY PERSONALITY TRAITS

THINGS I KNOW
I AM.....

1. _____
2. _____
3. _____
4. _____
5. _____

THINGS I KNOW
I AM NOT.....

1. _____
2. _____
3. _____

HOW OTHERS
SEE ME.....

1. _____
2. _____
3. _____

SKILLS AND ABILITIES

THOSE I CURRENTLY HAVE.....

2. _____
3. _____
4. _____
5. _____

THOSE I WOULD LIKE
TO DEVELOP.....

1. _____
2. _____
3. _____

CAREER INTEREST AREAS

HIGHEST.....

1. _____
2. _____
3. _____

LOWEST.....

1. _____
2. _____
3. _____

CAREERS THAT I WOULD LIKE TO LEARN MORE ABOUT.....

1. _____
2. _____

CAREER PROJECT OUTLINE

You will need to utilize the following resources as you research and write your career paper:

1. COIN Occupational Information System Print-Out
2. The *Occupational Outlook Handbook* and other career reference books in the guidance office
3. Personal interview with individuals employed in your career area
4. Materials received through written requests to post secondary schools or professional organizations
5. The *Big Sky Career Newspaper*

Your final paper should include a summary and analysis of the following information:

1. Description of career: duties; working conditions; work schedule; skills and aptitudes needed; and personal qualifications
2. Career Benefits: job "perks"; income and other benefits; stability; health and safety; and economic security
3. Career Outlook: employment projections and job location
4. Education Requirements: high school courses; and post secondary training (cost, admission requirements, etc.)

Within your research paper you will need analyze and answer the following questions.

1. How does this occupation relate to my personal values and passions?
2. How do my personality traits fit with this occupation?
3. How does this occupation fit with my interest and hobbies?
4. How do my skills and abilities compare to this occupation? What skills and abilities will I need to develop in order to be successful in this occupation? What high school courses should I consider taking to better prepare me for this career?

SKILLS FOR LIVING

GROUP(S)

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

GOAL: SEE BELOW

APPLICATION:

PURPOSE: To provide a group format and agenda for 8 topic groups.

GRADE LEVEL: 7 - 12

GROUP SIZE: 6-8

TIME: 40-50 min. per session

SPACE REQUIRED: Group room

MATERIALS NEEDED: *Skills For Living: Group Counseling Activities for Young Adolescents* by Rosemarie S. Morganett (Available from: Research Press, 2612 North Mattis Ave., Champaign, IL 61821).

SUMMARY:

The *Skills For Living: Group Counseling Activities For Young Adolescents* is a wonderful resource for school counselors as you design and conduct support groups. The publication is written by Rosemarie S. Morganett, a counselor educator at Indiana University Southeast. The manual is a product of 20 years of group counseling experience in public schools and mental health settings.

Skills For Living presents step-by-step group counseling agendas for eight different topic areas, which are:

1. DEALING WITH A DIVORCE
2. MEETING, MAKING AND KEEPING FRIENDS
3. COMMUNICATE STRAIGHT: LEARNING ASSERTION SKILLS
4. DEVELOPING SELF-ESTEEM
5. KEEPING YOUR COOL: STRESS MANAGEMENT SKILLS
6. ANGER MANAGEMENT SKILLS
7. SCHOOL SURVIVAL AND SUCCESS
8. COPING WITH GRIEF AND LOSS

Each program is organized into 8 sessions and includes back ground information, group goals, procedures, activities and handouts. This publication could be a valuable tool by helping counselors start groups counseling programs or augment their existing programs.

The following activity was taken from *Skills for Living: Group Counseling Activities for Young Adolescents* (pp.22-24) by R.S. Morganett, 1990, Champaign, IL: Research Press. Copyright 1990 by the author. Reprinted by permission. The "Expressing My Feelings" activity is session 5 of the Dealing With Divorce Group.

SESSION 5: EXPRESSING MY FEELINGS

MATERIALS NEEDED: Feelings Chart

GOAL: 1) To help students become aware of their right to express both positive and negative feelings. 2) To point out the need to express feelings honestly in relationships. 3) To provide students with practice in expressing feelings in the group.

REVIEW:

1. Have students complete the following sentence stems, then discuss.

What I have learned so far about divorce is.....

What I have learned about myself is.....

What I have learned about other members of the group is.....

What I feel better about is.....

PROCESS:

1. Briefly describe the goals of the session.

2. Have students sit on the floor in a circle, backs toward the center and feet straight out. Make the circle small enough so that members are sitting close together.

3. Explain that the students are sitting in a Responsibility Circle, which teaches that our feelings are our own and that no one forces us to feel a certain way. Ask each student to tell how he or she feels that day and add at the end "and I take responsibility for my feeling."

4. Model the process. For example: "I feel sad today because our dog ran away over the weekend, and I take responsibility for my feeling." Invite each student to share.

5. Next, pass out a copy of the Feelings Chart to each student. Explain that we don't learn very much about feelings in school, so we may grow up not knowing very many names for feelings or not knowing how to express feelings. Point out that the Feelings Chart shows several major feelings in three different intensities. For example, if you are angry you could be just annoyed. If you are moderately mad, perhaps you are aggravated. If you are very mad, perhaps you are furious.

6. Stress that feelings are natural and that, if we keep feelings inside, we end up not sharing a very important part of us. It is just as important to express negative feelings like anger, hurt, and loneliness as it is to express friendship, love, and happiness. If we bottle up our negative feelings, they may make us act resentful and "turned off" in relationships.

7. Point out that one of the ways to deal with negative emotions is to be honest about them when they are fairly mild in intensity. Ask the group to consider the following story.

Your Dad says he will pick you up at 8:00 a.m. Saturday morning, so you get up early to be ready. Eight o'clock comes and goes, 9:00 comes and goes, then 10:00, but no Dad. At first, you are eager for him to come, then you wonder if he forgot, then you begin to get irritated that you got up so early for nothing. As the time passes, you get more and more angry, but you don't say anything to anyone - you just watch TV. Finally, at 3:00 p.m., he arrives. He says he forgot when it was he said he would pick you up. By this time, you are furious because the whole day seems wasted, but you still don't say anything-you just go along with him.

8. Discuss the following questions.

- What do you think happens to furious feelings that don't get expressed? (they stay inside.)
- What would happen if you could express your feelings as they occurred, when they were still manageable?
- What would it be like if you expressed your feelings to your parents?

9. Explain that one way you can express your feelings is to use the formula I feel/because. For example: "I feel delighted that I can share this information with you today because I know it will help you cope better with your situation at home." Have each student practice this formula in the group by choosing a word from the Feelings Chart and saying why he or she feels that way.

CLOSING TIME:

1. Ask students whether they would be willing to use the I feel/because formula sometime before the next session. Stress that, even though they may not always get a positive response, it is important to tell the people who love you about your positive and negative feelings.

2. Ask whether there is anything anyone would like to say before the group ends and mention the topic of the next session (understanding how other people feel about the divorce). Remind students of the confidentiality rule and the time for the next meeting.

SOURCE:

Skills for Living
Research Press
2612 No. Mattis Ave.
Champaign, IL. 61821

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

Feelings Chart

Happiness	Sadness	Anger	Love and Friendship	Fear	Distress
<i>High level of feeling</i>					
elated	miserable	fuming	adoring	dreadful	anguished
giddy	crushed	furious	devoted	panicky	disgusted
overjoyed	worthless	outraged	passionate	horrified	speechless
radiant	humiliated	incensed	amorous	terrified	tormented
ecstatic	depressed	burned up	tender	petrified	sickened
jubilant	helpless	hateful	ardent	desperate	afflicted
<i>Moderate level of feeling</i>					
tickled	forlorn	disgusted	caring	alarmed	badgered
glowing	burdened	irritated	dedicated	fearful	bewildered
excited	slighted	aggravated	generous	jittery	confused
joyous	abused	biting	loving	strained	disturbed
bubbly	defeated	hostile	empathic	shaky	impaired
delighted	dejected	riled	considerate	threatened	offended
<i>Low level of feeling</i>					
amused	resigned	peevish	warm	uneasy	silly
cheerful	apathetic	bugged	amiable	tense	foolish
pleased	blue	annoyed	civil	timid	unsure
relieved	gloomy	ruffled	polite	anxious	touchy
glad	ignored	nettled	giving	nervous	lost
serene	glum	cross	kindly	puzzled	disturbed

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GROUP COUNSELING

GROUP

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL - CAREER PLANNING

GOAL: (SEE BELOW)

APPLICATION:

PURPOSE: To help students work on an issue of mutual concern.

GRADE LEVEL: 9 - 12

GROUP SIZE: 3-6

TIME: One class pd/week

SPACE REQUIRED: Group area or office

MATERIALS NEEDED: Student Handout.

SUMMARY:

The following is a brief overview of the Group Counseling Program at Shelby High School. Group counseling provides an opportunity for the counselor to meet the needs of several students at the same time. It also provides a social microcosm where students can gain feedback and support from peers. Because meeting times are rotated students miss each of their classes once every seven weeks. Teachers are supportive!

The group will meet long enough to meet its goals (see below). Some groups will meet for two or three sessions - some will meet all year-long. These groups are part of the School Board's "Procedures in the Helping Process" and will be excused absences from class activities. Students will be allowed to make up tests and assignments.

Students are notified of groups, through a handout that lists each group and it's purpose. Interested students fill out a brief form and return it to the counselor. Groups that are offered at Shelby High School include:

PEER COUNSELING - Have you wanted to know how to be most helpful when a friend of yours was really upset? In this group we will learn about and practice counseling skills. A Peer Counseling Program could result from this group.

COPING IN COLLEGE - This group helps students get ready for the challenges ahead such as: homesickness, depression, money problems, choosing a major, etc. There are so many issues to think and talk about. Research indicates that groups like this are effective in helping you to not only stay in college (the college drop-out rate is 50%) but also to get more out of college.

ASSERTIVENESS TRAINING - Have you ever had someone manipulate you into feeling inferior? Does it seem like other people can get you to do things you don't want to do? Have you wondered what's the best way to handle these people without getting into fights? That's what assertiveness training is all about - we will learn and practice ways of dealing with these situations.

WINNERS SEMINAR - This is a personal development group using videotapes and activities from Dr. Denis Waitley, author of the book *The Psychology of Winning*.

YOUNG, SOBER, & FREE - For students trying to stay drug-free. (Co-facilitated by a certified chemical dependency counselor.)

FAMILIES IN TRANSITION - For students whose families have been separated by death or divorce.

JOB HUNTING - For students trying to find part-time or summer jobs

GRIEF GROUP - For students working through death or loss.

SOURCE:

David Madison
School Counselor
Shelby High School
1001 5th St. N.
Shelby, MT. 59474

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

GENERAL GOALS AND CONDITIONS FOR GROUP MEMBERS

These are some things you need to be aware of before you decide to be part of a counseling group. What follows are some goals for every group at Shelby High School. Group members may add to the list.

1. To help students clarify their feelings about a subject.
2. To help students understand that others share similar feelings and experiences.
3. To give students an opportunity to learn new communication and coping skills. To achieve this goal, I will be doing a little teaching. The rest of the time, I will simply listen and give feedback.
4. To give students an opportunity to clarify their attitudes about future and related experiences they might encounter.

As we are involved in the process of achieving these goals, these are some of the steps we will take:

1. We will get to feel comfortable within the group. This is a risky thing you are getting into. Be patient. Try to be honest when you do feel uncomfortable.
2. We will generally talk about the subject we have in common. I will talk most of the time at first. Gradually, you will take over and I will listen.
3. You will begin to share your feelings and experiences.
4. You will explore ways in which you will affect the future concerning whatever subject we are dealing with.

To be a part of this group, you must commit yourself to abide by some rules. As a high school student, you will never again be thrust into a situation as socially demanding as this. Never again will you be so concerned about what other people think of you. Never again will you have to spend so much time with so many people in so small a space. Recognizing this unique situation, you must promise to:

1. Listen to the person speaking in the group.
2. Maintain confidentiality; that is, don't talk about what others say here, outside the group.
3. Do not make negative statements about other group members.
4. Accept another group members "right to pass"; that is, not to say anything during a session if they choose.
5. Step out of the group if you break any of these promises.

Counselor

Student

POSITIVE PEOPLE GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a group for students who have experienced physical or sexual abuse.

GRADE LEVEL: 7-12

GROUP SIZE: 4-8 students

TIME: 11 sessions-50 min. each

SPACE REQUIRED: Group area

MATERIALS NEEDED: Refer to each session.

SUMMARY:

The focus of this support group is on dealing with what is happening in the student's life TODAY, support and coping skills. This is a support, not a therapeutic group. Education is an important element of a support group. The group will provide basic education regarding a dysfunctional family system, including: co-dependency, enabling vs. family support, family roles, family rules -- don't talk, don't trust, don't feel, and responsibility of the violation. Each session includes content and an activity to process content.

The group is offered once every year. Individuals are allowed to retake the group the following year. The activities and group members are different from year to year, and the individual is at a different place in the healing process.

SESSION I: INTRODUCTION

Ask members to share name, type of abuse (physical or sexual), by whom (need not tell name), and how long ago the abuse occurred. This is important, because the biggest secret is physical and sexual abuse.

Warm Ups - Used at the beginning of the group for the first, 3 weeks.....Move from less threatening to more threatening questions during the 3 week period.

What would you like to change about school?

Tell something about your family.

What was your favorite toy as a child?

What was your favorite hiding place as a child? Where is it now? (Important to have safe places to be)

SESSION II: THE ABUSE WASN'T YOUR FAULT

This session deals with the issue of co-dependency. The key concept to convey is --The abuse feels personal - but it is not about them. Whoever had been in that situation, would have been abused. Questions to explore may include:

When did you tell someone about your abuse?

Who did you tell?

What stopped you from telling?

How did it feel when you told that individual?

ACTIVITY: Have group members write a letter to their abuser. Ask students if they would like to share their letter with the group. (It is not necessary that they do). Perform a "ritualistic burning" of the letters. This act is a way of allowing individuals to "let go".

SESSION III: ENABLING

This session explores the issue of family support, including: how the abuse could have happened, the shame and guilt that the family feels as a result of the abuse, and the fears that may have prevented the individual from telling the non-abusive parent. Discuss the issue of how families enable abuse.

ACTIVITY: Ask group members to write a letter to the parent or individual that they told. It is especially important to write the letter to a family member who did not believe what they said. The finished letter can be given to the individual or can be torn up.

SESSION IV: FAMILY ROLES

Present a mini-lecture or discussion on family roles. Individuals may draw a family map, create a family picture, or role play family roles.

SESSION V: DON'T TALK, DON'T TRUST, DON'T FEEL

Talk about how the family rules affected them in their relationships with others, including same sex, opposite sex, family and teachers.

SESSION VI: SETTING GOALS

Discuss goal setting procedures for setting educational and personal goals. Abused children generally have not learned how to set boundaries. Goal setting is a good way to teach them how to do this.

SESSION VII: FEELINGS AND DEFENSES

Using a feelings chart, ask members to identify three faces that they have experienced today. Discuss the feelings. Ask questions such as:

What are you doing to kill the pain? Is there substance abuse, isolation, suicide idolization, promiscuity, eating disorders, etc?

What alternatives are there to these behaviors?

Idea: Encourage members to keep Self-Journals. Students write in journals, which are kept in the guidance office. If a student is having a difficult day, they can come in and write in their journal. This technique encourages self help.

SESSION VIII: SELF ESTEEM

Lead students through the following activities:

- 1) Descriptive words - Ask students to select five descriptive words to describe their personality.
- 2) Color, Food and Animal - If you could put your personality to a color wheel, what color would that be? If you could put your personality to a food, what food would that be? Etc.
- 3) The Gift of Giving - Write one positive statement for each group member, be specific. Each member has a sheet of paper that they pass around. Encourage members to hang the positive statements in a place that they will see it every day.

SESSION IX: COMMUNICATION SKILLS

You can use a variety of techniques to teach communication skills. Ideas may include the "One-way, Two-way communication activity, "I" statements, etc.

SESSION X: SELF-CARE

Discuss the importance of fun, exercise, sleep and proper diet. Ask questions such as:

What are you doing to take care of yourself?

Where is your support system?

Who and how can you ask for help?

What else do you need to do for yourself?

SESSION XI: SECRETS

Talk about the levels of secrets. Hand out identical pieces of paper, and ask students to write a secret on a piece of paper. Put the secrets in a box. Ask volunteer to draw a secret (not their own). The volunteer talks about how it would feel in that situation, what their alternatives are, and what they should do about it.

Examples might include: My boy friend is pressuring me to have sex. I'm wondering if I should.

RESOURCES: *The Courage To Heal*

SOURCE:

Glenda Nieman
School Counselor
Anderson Junior High School
2004 West Erie
Chandler, AZ 85224

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

This group format was presented at the 1992 National Student Assistance Conference in Kansas City, MO.

DIVORCE, KIDS AND RECOVERY

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To help students make healthy adjustments in a divorce situation.

GRADE LEVEL: 9-12

GROUP SIZE: 6-8 students

TIME: 6 sessions, 50 min. each

SPACE REQUIRED: Classroom or group area

MATERIALS NEEDED: Note cards, *Pain Games* video and *ProKop Divorce Adjustment Inventory*. (see reference list).

SUMMARY:

Studies indicate that society still holds negative values and behavioral expectations of children who grow up in a divorced family. The following group was organized to provide support to high school age students who were living in a divorced situation. Parents are informed and permission is required before students can participate in the group. (See attached letter).

SESSION 1: MY FEELINGS ARE O.K.

Review group rules and confidentiality.

INTRODUCTION: Name, grade, family situation (an explanation of who they live with, etc.), and something that is unique about them, which makes them different from other group members.

Pass out note cards on which you have previously written the words: NEIGHBOR, FRIEND, RELATIVE, TEACHER, and GRANDPARENT. Randomly give a note card to each group member. Ask each member to respond to the question: "What did this person say to you right after the divorce?" Discuss.

SESSION 2: MY VALUES AND DIVORCE

Have group members complete the *ProKop Divorce Adjustment Inventory* (See reference list below) or create your own version by using the incomplete sentences below.

1. I feel happy when...
2. Sometimes I worry about...
3. Divorce is ...
4. The best thing about my family is ...
5. If only I could...
6. I wish
7. My worse fears are...
8. Friends...
9. Sometimes I feel guilty when...
10. What keeps me going is...

SESSIONS 3 AND 4: PROBLEM SOLVING

Over the next 2 sessions use the video *Pain Games* to create discussions about divorce situations. The video is a series of vignettes which present realistic situations affecting families of divorce.

SESSION 5: THINK ABOUT THE FUTURE

Each student lists 10 adjectives that positively describes themselves. Utilizing these adjectives, students are instructed to write an advertisement - describing themselves. The students have until the next session to complete the advertisement.

SESSION 6: PERSONAL ADVERTISEMENTS

Student advertisements are presented and discussed.

GROUP EVALUATION: Each member is asked to complete an evaluation. Questions might include: Do you feel this group was worthwhile? Explain. What suggestions do you have for future groups? Did the topics meet your needs?

REFERENCES FOR DIVORCE, KIDS AND RECOVERY

BOOKS:

Prokop, M.S. (1986). Divorce Happens to the Nicest Kids. Alegria House Publishers, Warren, OH.

Prokop, M.S. (1986). Kids' Divorce Workbook. Alegria House Publishers, Warren, OH.

McGuire, Paula (1987). Putting It Together: Teenagers Talk About Family Breakup, Delacorte Press, New York.

Wallerstein, J.S. & Blakeslee, S. (1990). Second Chances. Ticknor & Fields, N.Y.

WORKBOOKS:

Ciborowski, Paul J. (1984). The Changing Family: Leaders's Guide and Group Manual. Stratmar Educational Systems, Inc., Port Chester, N.Y.

INVENTORIES:

Prokop, M.S. (1986). Prokop Divorce Adjustment Inventory. Alegria House Publishers, Warren Ohio

VIDEOS:

Pain Games. (1963). The Menninger Clinic, 5800 S.W. 6th, Box 29Y, Topeka, KS, 66601.

SOURCE:

This group was adapted from a presentation "Divorce, Kids and Recovery" given at the American Association for Counseling and Development Convention in Baltimore, MD., March 1992. The presentation was given by Jeannine Studer, Asst. Professor at Heidelberg College and Judith Allton, School Counselor at Norwalk High School.

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

CHANGING FAMILY GROUP

Dear Parent or Guardian,

As part of our on-going counseling program we have formed groups focused on various developmental problems experienced by our students.

We have found these groups helpful in that they provide an opportunity for our students to share experiences and to grow both personally and academically.

Your son/daughter has indicated an interest in being in a family adjustment group on divorce.

There will be six sessions, each scheduled at different times, so that disruption to academic classes will be at a minimum. A schedule of meeting times will be provided. If you have any questions or problems with this arrangement, please let us know.

The Norwalk Guidance Department

I agree to have my son/daughter participate in this group.

(parent or guardian's signature)

(date)

I agree to join this group.

(student's signature)

(date)

Please return this permission slip to the guidance office.

GRIEF AND LOSS

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a support group for students who have experienced a personal loss through death.

GRADE LEVEL: 9-12

GROUP SIZE: 5-8 students

TIME: 8-10 sessions

SPACE REQUIRED: Group area

MATERIALS NEEDED: Scrap bag of fabric pieces, paper plates, markers, student journals, and chart paper or chalkboard.

SUMMARY:

The format and activities presented in this unit were adapted from the Hospice Model for adult groups and from a 1989 MACD presentation given by Sandi Daniels (past counselor at Kalispell Jr. High).

The availability of the grief group is announced to the student body and teaching staff. Members may self refer, or be referred by teachers and parents. Students are interviewed to determine appropriateness for the group.

The group is scheduled to meet once per week and is rotated through the schedule. The first session meets period 1, the second session meets period 2, and so on. Teachers are notified regarding the group, its' purpose, participants and schedule. Reminders are sent to students each week, which also serve as a pass to leave their class.

The purpose of the group is to:

- Provide continuing support to individuals who have had a personal loss due to a death
- Help the members identify and express feelings
- Assist the members to live their lives without the deceased
- Provide a time to grieve and interpret "normal" behavior
- Examine defenses and coping styles

The focus of the group is education and support. The group is outlined in 10 sessions. However not all sessions may be covered depending on the needs of the specific group.

SESSION I:

Discuss the purpose of the group, duration, expectations and confidentiality. Points to make include:

Co-facilitators are available between group meetings.

Group is supportive in nature, not confronting. Members have the right "to pass".

The grief of other members should be left at the meeting, not taken home. Each person has enough grief of their own.

The first few meetings may increase pain and distress of the members. This is normal.

There will occasionally be homework assignments that members are expected to complete.

However, there are no grades. Students are encouraged to use the journals provided to complete assignments and to record thoughts and feelings through out the group.

Activity 1: Divide into pairs. (Determine pairs ahead of time on the basis of commonality between two members. Example: parent deaths or suicides, etc.) Explain to the pairs that their purpose is to talk about their loss, and to explain, with as much detail as possible, the loss. Include:

- 1) How you felt when the death occurred
- 2) How you feel now
- 3) What you miss the most
- 4) Any problems that have risen

Allow 10 minutes for each partner (total 20 minutes) to share their story. The group reassembles. Each individual shares information about their partner and their loss. The introduced member is encouraged to make any additions or corrections. Other group members are encouraged to ask questions for clarification.

The facilitator summarizes what has been covered and points out similarities in feelings and reactions. Remind the group that they may feel distress over the next few days, but that is normal.

If time remains, ask students to respond in writing to the following questions. If not, ask students to complete the questions as a homework assignment.

- 1) What I want to get out of this group.
- 2) What I can give to this group.

SESSION II:

Collect a variety of fabric scraps, all colors, textures and designs. Put fabric pieces in a Scrap Bag.

Activity 1: Ask students to review their assignment-What I want to get out of this group and What I can give to this group.

Activity 2: Dump the Scrap Bag on the floor in the center of the group. Ask members to select two pieces of fabric. One to represent what death meant to them at the time of their loss. The other one to represent how they feel about the death now. The remainder of the group is used to share and discuss members response to the activity.

Assignment: Write a letter to someone (can be an imaginary person) to explain: How it happened, how you felt then, and how you feel now.

SESSION III:

Generate discussion of the assignment by using questions such as: Were you able to do your written assignment? If not, what got in your way? How did you feel about it? Would anyone like to share one of his/her entries? What did the letter bring to mind? Any new recollections? Any unfinished business? How did you feel after the assignment was completed? Summarize and close with following statement "A joy shared is doubled. A grief shared is halved".

SESSION IV:

Activity 1: Lead a mini-lecture on the grief process. Discuss the normal grief process and the manifestation.

Stage 1 - Shock and numbness

Manifestations- impeded functioning, inability to make judgements, emotional outbursts.

Stage 2 - Searching and Yearning

Manifestations- very sensitive, anger, guilt, restless, impatient, ambiguous, tired (it's exhausting to grieve)

Stage 3 - Disorientation

Manifestations- inability to deal with so much stimulus, disorganized, depressed, guilt, depression, apathy, loneliness

Stage 4 - Reorganization

Manifestations- sense of release, renewed energy, stable eating and sleeping habits, getting on with life, accepting the finality of death.

Have the students determine where they are in the grief process. Ask them to identify what thoughts or feelings have been most distressing to them. Ask if they have experienced any additional reactions.

Activity 2: Ask students to complete the following sentences in their journals.

The most frustrating part of this death to me is.....

One way I have changed since the death is.....

Sometimes I feel angry when.....

Sometimes I feel hurt when....

I like the way I have.....

One thing that I'm not doing now that I would like to do is.....

Points to be made include: All feelings are all right! There are no "shoulds" in grief. Discuss the difficulties that arise from bottled up feelings, i.e., physical and emotional illness, blocked communication. Discuss family and societies' unrealistic expectations: "Don't cry" "You should be over it", "Don't talk about it and it won't bother you so much". Discuss common concerns, including: Is there a right way to grieve? Is it all right to avoid grief? Why do some people have more difficulty than others in coping with their grief? Discuss bereavement as a period of crisis or life transition OR an opportunity for growth and change.

Assignment: Ask students to come to the next session prepared to introduce their loved one to the group. Encourage them to bring memorabilia, pictures and favorite stories about them.

SESSION V:

Activity 1: Provide time for each group member to introduce their loved one to the group. Ask them to include information about their appearances, personality, interests, favorite story or incident about them. Encourage members to share--What you didn't like and what you remember most about them. This can be a very emotional session. You may need to provide more than one session for the activity depending on the group size.

Assignment: Write a letter to your loved one, expressing your thoughts and feelings. Include such things as: What you can never do now. What you wish you had said or had not said. What you wish the deceased has said or not said. What you miss the most. What you wish you had done or not done. What you would like to ask the deceased. How you felt when the deceased died. How you feel now.

SESSION VI:

This session is used to process the homework assignment. Students are invited to share all or a portion of their letters. As issues are brought up, the group provides support, acceptance and suggestions (if requested).

SESSION VII:

Activity 1: This activity is intended to address the issue of role changes brought about by the death. Distribute paper plates and markers to each member. Instruct the members to use one side of the paper plate to illustrate (with drawings or words) "What they were like before the death", and the other side to illustrate "What they are like now". Encourage members to include specific problems, role changes, responsibilities, etc.

Process the activity. Discussion questions might include: "What upsets you as a result of the role changes and how do you deal with it." "What types of situations upset you during the past week and how did you cope with it". Encourage group members to identify problems that they see as a result of this activity. Provide time for members to give suggestions to each other on how to deal with the problems.

SESSION VIII:

Activity 1: Discuss how stress is related to a death. Discuss how anniversaries and holidays may be more stressful than other days. Talk about ways to deal with upcoming anniversaries and holidays. Discuss the effects of stress on physical, mental and social adjustment. Brainstorm and list students ideas on "Ways to reduce stress: What works for me".

Activity 2: Close with a relaxation exercise. Many good exercises are available through published sources. One of my favorite is from: Stress Management: A Comprehensive Guide To Wellness (1982-84), by Edward A. Charlesworth PH.D and Ronald G. Nathan, Ph.D.

SESSION IX:

Activity 1: Introduce the idea of personal support systems. Ask group members to identify individuals whom they would be comfortable doing the following with:

Tell a secret to.....

Share a concern with.....

Ask for help from regarding a personal problem.....

As members share their responses, ask them to identify-"What it is about these individuals that allows you to talk freely, and safely with them."? Then discuss: 1) How can you ask for help when you need, and

2) How can you increase your support system?

Activity 2: Ask students to respond to and share their comments to the following questions. 1) What I have accomplished through this group, and 2) What I have yet to do.

Closure: You can use a number of closure activities. One that my groups seem to really enjoy is providing an opportunity for positive messages. Allow each member to be "targeted", during which time the rest of the members give personal messages to the individual -- "What I appreciated most about being in this group with you was....."

SOURCE:

Sherry Jones
School Counselor
Polson High School
111 4th Ave. East
Polson, MT. 59860

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

TLC GROUP

"TIME FOR LEARNING TO COPE"

GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a support group for students who have experienced a loss of a loved one through death, divorce or separation.

GRADE LEVEL: 7-12

GROUP SIZE: 5-8 students

TIME: 9 sessions-50 min. each

SPACE REQUIRED: Group area

MATERIALS NEEDED: Refer to each session.

SUMMARY:

The purpose of the TLC support group is to provide a safe and confidential place for students to share their problems and concerns. The specific goals of the group are:

- 1) To learn about the stages of grief and loss.
- 2) To develop healthy methods of expressing their feelings.
- 3) To learn positive coping skills with regard to the situation as it exists.
- 4) To learn to trust, talk, and feel.
- 5) To improve the student's self-esteem.
- 6) To become aware of the community support systems.
- 7) To develop an awareness/understanding of the changes that results from the loss.

SESSION I: STAGES OF GRIEF

INTRODUCTION: Ask each student to give his/her name, the name and relationship of the "lost" loved one, and any details surrounding the loss that the student might choose to share.

ACTIVITY: Present a mini-lecture on the stages of grief. Ask each student to identify where they are at in the grief process and to identify behaviors that indicate that are at that stage. Invite students to bring in a memento of the deceased person to share for the next session.

SESSION II: STAGES OF GRIEF CONTINUED

Have students share their memento with the group. Ask students to share things they wish they would have said to the deceased person and things they are sorry they said to them.

SESSION III: STRESS MANAGEMENT

Have students verbalize the stresses they have in their life. Have students write the stresses on paper and identify alternatives to the stressors. Process with questions such as: What do you need from the group? How can you get what you need?

SESSION IV: CHANGE IN FAMILY ROLES

Ask students to verbalize what their family role use to be and what it is now. Process with questions such as: Are you taking on unhealthy roles? Are you attempting to live through and for the deceased individual? Is your behavior in anyway idolizing the individual?

SESSION V: PERSONAL RESPONSIBILITY

Ask students to verbalize any personal responsibility that they may feel toward the death. How do you feel responsible? What is your power? How could you have controlled it?

SESSION VI: PERSONAL CARE

Discuss the importance of having fun without feeling guilty. Have group explore ways to have fun without feeling guilty. Ask each member to identify their support system, including friends, family and community.

SESSION VII: SECRETS

Students may be carrying "baggage" about the deceased, which is unhealthy and may be hindering their healing process. Discuss secrets and the impact on their healing process.

SESSION VIII: REMEMBERING

Encourage members to do something in honor of the individual. They may choose to write a poem, plant a tree, do volunteer work, create a picture album, etc. Ask members to share their ideas with the group.

SESSION IX: SAYING GOOD-BYE

This will depend on where the individual is at in the grieving process. If they are ready they can write a letter saying good-bye.

SOURCE:

Glenda Nieman
School Counselor
Anderson Junior High School
2004 West Erie
Chandler, AZ 85224

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

This group format was presented at the 1992 National Student Assistance Conference in Kansas City, MO.

CONCERNED PERSONS GROUP

CONTENT AREA: PERSONAL - SOCIAL

GOAL: FEELINGS AND BEHAVIOR

APPLICATION:

PURPOSE: To provide a support group for children at risk for substance abuse.

GRADE LEVEL: 6-12

GROUP SIZE: 6-8 students

TIME: 10 sessions, 50 min. each

SPACE REQUIRED: Classroom or group area

MATERIALS NEEDED: Refer to each session.

SUMMARY:

This Concerned Persons Group was presented by Laura and Orville Dean at the National Student Assistance Conference in Sacramento, CA., May 1991. The group is outlined in ten sessions with appendixes and a sample parental letter printed at the end of the unit.

SESSION 1: SHARING THE FAMILY PICTURE

GOAL:

Students will discover that by sharing honestly about themselves and their lives with trustworthy people, they can experience some relief from shame and isolation. This can occur in an atmosphere of structure and confidentiality.

RATIONALE:

Students from painful families have learned not to talk about their families with others because of the shame of being different. Many students have unusual family situations which seem different to them. Sharing a picture of their family helps children realize they are not alone, thereby reducing their sense of shame or isolation.

MATERIALS NEEDED:

Drawing paper, crayons or markers.

METHOD:

1. OPENING: Introduction of each group member, led by counselor. My name is _____. If feel _____ about being here. Counselor reviews group rules and reconfirms with each group member that they will maintain confidentiality and support the group rules.

1. ACTIVITY: Students will draw a picture of their family with circles. (This may be adapted to younger children by simply having them draw a picture of their families.)

- a. Size of circles will represent the power or influence of that person.
- b. Distance between circles will represent emotional closeness.
- c. Best friend can be included to see importance of peer group.

3. Older students could list the three adjectives describing their parents and step-parents.

4. Students could list the three feelings they most often feel at home. (See the feelings faces: "How do you feel today?" (Appendix A).

5. Students will share their family picture and feelings with the group.

6. Students will participate in the affirmational close (Appendix B) by saying/repeating: "The nice thing about sharing today was _____."

SESSION II: FAMILY ROLES

GOAL:

Students will become aware that they and their family members play predictable roles in a powerful family system.

RATIONALE:

Students from stressful families can see how their family functions as a system by understanding the predictable roles siblings play in maintaining family homeostasis. If they recognize the similarities between their families, they can come to understand their behavior as part of an adaptive process, rather than "bad" or "good."

MATERIALS NEEDED:

Cards or sheets of paper with the roles: SCAPEGOAT, HERO, MASCOT, LOST CHILD.

METHOD:

1. OPENING: This is a special group. While we are here, we listen to each other's feelings without criticizing. We also encourage each other to make healthy choices. We understand that our group is confidential - we share with no one else what goes on here. (The opening can be reiterated by the counselor or read by a different student each week).
2. EDUCATIONAL COMPONENT: The counselor gives brief lecture on family roles. Another way to introduce the concept is via films such as Soft is the Heart of a Child or ABC's Under the Influence, starring Andy Griffith. An important awareness for the facilitator is that most children in most families show some preference for certain roles. The more tense the family is, the more rigidly children adhere to the role. For further clarity, read Another Chance, by Sharon Wegsheider.
3. ACTIVITY: Students will identify themselves and their siblings with a role(s).
4. ACTIVITY: Older students identifying with a particular role could gather in sub-groups and talk about how this role is helpful and hurtful to themselves and their families. Or, they may simply want to share in the group how these roles exist in their families.
5. ACTIVITY: Students will share with the whole group how using that role has affected their lives.
6. AFFIRMATIONAL CLOSE: (Appendix B)

SESSION III: ANGER

GOAL:

Students will recognize how anger is expressed in their family and how they express and cover their own anger. Students will appreciate anger as a normal human emotion which provides both gifts and liabilities.

RATIONALE:

Anger is a powerful human energy. In stressful families it is often misdirected. Inappropriate use of anger can lead to depression, compulsive behavior and violence. Students need to own their anger about family stresses and learn appropriate ways to express it.

MATERIALS NEEDED:

Pencils and copies of open-ended sentences (Appendix C), newsprint or blackboard.

METHOD:

1. OPENING: Read the Group Opening
2. EDUCATIONAL COMPONENT: Students are invited to complete a written activity which reveals how they and their parents demonstrate anger. Comments about anger should reveal an acceptance of this emotion. - All angry feelings are okay. (Appendix C)
3. ACTIVITY: Students are invited to share their written activity. The responses are summarized on the newsprint. As much as possible, the counselor should seek to be non-judgmental while individuals share. Later after their responses are recorded on newsprint, invite the group to evaluate behaviors on the basis of whether or not they express anger in non-harmful ways.
4. AFFIRMATIONAL CLOSE: (Appendix B)

SESSION IV: GRIEF

GOAL:

Students will become aware that grief and loss are part of life, but are more intense in stressful families. They will appreciate their own right to grieve.

RATIONALE:

Students from stressful family systems experience normal losses such as deaths of family members, pets, or moving. But they also experience a higher rate of divorce, abuse and neglect. Another important area of loss for many of them is the absence of consistent, nurturing parenting. Since this pain is often so very great it is repressed and creates physical and emotional symptoms. If students can acknowledge their sad feelings and receive support from their peers, they can reduce their sense of isolation and move more smoothly through the stages of grief.

MATERIALS NEEDED:

Paper and pencils.

METHOD:

1. **OPENING:** Read the Group Opening.

2. **EDUCATIONAL COMPONENT:** Students are briefly introduced to the subject of loss and encouraged to think of the many kinds of loss, as they do their list work. Students will list 5 - 10 items on a piece of paper - "Things/Persons I had in my life and lost." Students will list 5 - 10 items on a piece of paper - "Things/Persons I wanted in my life and didn't get."

3. **ACTIVITY:** Students will share items from their list and the feelings that accompany these losses. The less that is said by the counselor the better. Validation is what is critical to someone talking about grief. Appropriate feedback: "Thank you for sharing your hurt with us." or "I feel close to you." or "I'd feel angry too." or "That's difficult." The message is:

It's O.K. to feel sad. Once you give expression to that grief, then it has less control over you.

4. **AFFIRMATIONAL CLOSE:** (Appendix B)

SESSION V: COMPULSIVE BEHAVIOR DEFENSES (one or two sessions)

GOAL:

Students will recognize various kinds of compulsive behaviors as a means of covering or avoiding uncomfortable feelings. Behaviors such as compulsive working, eating, sex, relationships, or use of chemical such as nicotine, alcohol, and marijuana will be considered as potentially habitual.

RATIONALE:

A common coping strategy for children from stressful homes is to develop the use of compulsive behaviors such as working, eating, sex, relationships, caretaking, spending, nail biting, etc. Students need to identify which behaviors are or could become compulsive for them.

MATERIALS NEEDED:

Pencils and copy of incomplete sentences (Appendix D).

METHOD:

1. **OPENING:** Read the Group Opening.

2. **EDUCATIONAL COMPONENT:** While feelings are neither right nor wrong, behaviors deserve more evaluation. Begin by asking the students to fill in the incomplete sentences (Appendix D), then have them read their answers to the group. List their responses. After you have a list of behaviors, you can introduce one or both of the following concepts:

COMPULSION: repeated use of a behavior, despite negative consequences.

DEFENSES: a behavior that a person uses in order to deflect anticipated criticism.

3. **ACTIVITY:** After a discussion, ask students to comment on which behaviors from the list they use, and how they use it as a defense, or as a medicator for feelings. Another activity for older children would be to invite them to comment on which behaviors could become compulsive.

4. **AFFIRMATIONAL CLOSE:** (Appendix B)

SESSION VI: ALCOHOLISM (one or two sessions)

GOAL:

Students will become aware of alcoholism as a disease, learn about its progression and explore their own drinking or potential drinking, in light of predisposing genetic factors.

RATIONALE:

When students compare their own definition of chemical dependency to the medical definition of the disease, they can see their own personal biases. Knowledge will give them some idea of what is fair to expect from the addicts/alcoholics in their lives. Awareness of the growing body of research that points to a genetic susceptibility in children and grandchildren of alcoholics is particularly important information, for reasons of health.

MATERIALS NEEDED:

Royce's Definition and pencil.

METHOD:

1. OPENING: Read the Group Opening.

2. EDUCATIONAL COMPONENT: Students are invited to write down their definition of alcoholism or of an alcoholic. It is possible to discuss the similarities and differences among group members' definitions and encourage group members to come to a consensus (see James Royce's definition) For older students the stages of the disease can be introduced. For younger students, audio visual material can be used, such as:

A Story About Feelings, (video and coloring book), Johnson Institute.

Lots of Kids Like Us, (video), Gerald T. Rodgers.

Francesca Baby, (video), Walt Disney Productions.

DEFINITION OF ALCOHOLISM

A chronic illness or disorder characterized by some loss of control over drinking with habituation or addiction to

the drug alcohol, or causing interference in major function: for example, health, job, family, friends or the law.

SOURCE: Royce, J. Alcohol Problems and Alcoholism New York: The Free Press

3. ACTIVITY: Encourage students to share their definitions of an alcoholic and alcoholism, noting how they are similar and different from their peers. Encourage them to challenge each other when they disagree. This activity allows students to express their beliefs about alcoholism: how they experience it, what they know about it, and how they feel about it.

4. AFFIRMATIONAL CLOSE: (Appendix B)

SESSIONS VII and VIII: PROBLEM SOLVING

GOAL:

Students will come to value the safe people and safe resources that can help them move from childhood to young adulthood whether their family is supportive or not.

RATIONALE:

Children from stressful families suffer from a sense of hopelessness and isolation, often believing that there is no way out of their situation. This mindset prevents them from identifying good listeners in their extended family and their community. The fact is that there are people and places who, while they cannot offer parenting, can offer these young people support and nurturing.

MATERIALS NEEDED:

Newsprint paper and pencils.

METHOD: DAY ONE

1. OPENING: Read the Group Opening.

2. EDUCATIONAL COMPONENT: Students will hear a personal story, either one done in person by a recovering student or a video, such as Francesca Baby, or Different Like Me. At the conclusion, students brainstorm about the resources the COA used in order to cope; a neighbor, a church group, staying active in sports, etc.

3. ACTIVITY: Counselor facilitates a discussion of the above with an emphasis on coping strategies. They can even be listed on paper to illustrate the many ways the person or character in the video coped.

4. AFFIRMATIONAL CLOSE: (Appendix B)

METHOD: DAY TWO

1. OPENING: Read the Group Opening.

2. EDUCATIONAL COMPONENT: (For older students) Counselor introduces the difficult concepts.

PROBLEM: A limited number of variables with a solution, (ie. $2+2=$, a flat tire, a sliver in the hand).

DILEMMA: A situation with a larger number of variables that has no solution, but does have more or less effective ways of handling things, (ie: alcoholism, peer pressure, physical fitness).

(For younger students) Simply ask them to state a problem they are experiencing.

3. ACTIVITY: Challenge the group members to generate a list of no less than three strategies to deal with the problem/dilemma of their peers. The point is to help kids realize that they have choices.

4. AFFIRMATIONAL CLOSE: (Appendix B)

SESSION IX: AFTER GROUP GROWTH PLAN (One or two sessions)

GOAL:

Students will appreciate the importance of their own welfare, rather than "hoping" for good things to happen to them.

RATIONALE:

Dysfunctional families generate a "reactive" rather than "active" way of looking at life. Children caught in this system are often very passive, not acting in their own behalf, taking risks and not taking the initiative to take care of themselves.

MATERIALS NEEDED:

Newsprint paper and pencil.

METHOD:

1. OPENING: Read the Group Opening.

2. EDUCATIONAL COMPONENT: The counselor will give a short lecture on the importance of being proactive, planning for growth, rather than waiting for it to happen (being reactive).

3. ACTIVITY: While the counselor facilitates, and one student writes with magic marker on a large piece of newsprint. The group helps each individual member write a plan for personal growth with at least three items under each heading.

Students take turns, until everyone has their own plan and everyone has served as the "recorder."

4. AFFIRMATIONAL CLOSE: "I am lovable and capable and worth the effort it takes to change things in my life. Today, I will begin my personal growth plan by _____."

PERSONAL GROWTH PLAN

Things I learned

Feelings I discovered

Things I can't change

Things I can change

Resources I will use to help me with changes

SESSION X: CLOSURE

GOAL:

Students will experience closure, the end of their relationship to one another as group members. In this, they will come to appreciate that along with losses in life, they can experience their own feelings.

RATIONALE:

Students need to learn how to say good-bye appropriately so they don't leave a relationship with unfinished feelings. This group allows them to practice this skill of saying good-bye and processing feelings of loss about the end of their group. Students can also identify and receive support for the important learning they have received from the group.

MATERIALS NEEDED:

Lots of Hugs.

METHOD:

Counselor models termination process by sharing new insights and saying good-bye to each group member, by name and affirming them for their growth in group. (Considering the emotional closeness that may have formed by this point, it is absolutely vital that the counselor deliver a clear picture of how available or unavailable he or she will be in the lives of these students once group has ended). Be honest about your availability. Talk about where else kids can get the support they need.

Students will say good-bye to each individual, by name, with:

- "What I liked about being in group with you is..."
- "What I feel about you is..." or "What I'll miss is..."

SOURCE:

Laura C. Dean M.Ed
Orville A. Dean M.S.
Taylor, Dean, Masci & Associates
Center for Counseling & Training
P.O. Box 26082
Fairview Park, OH 44126

DELIVERY METHOD:

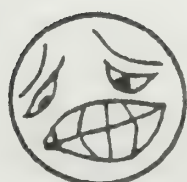
Guidance Curriculum
Individual Planning
• Responsive Services
System Support

APPENDIX A

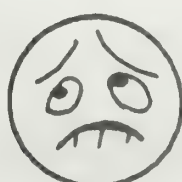
HOW DO YOU FEEL TODAY?



Aggressive



Agonized



Anxious



Apologetic



Arrogant



Bashful



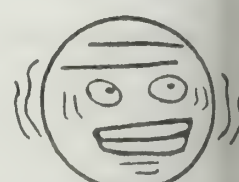
Blissful



Bored



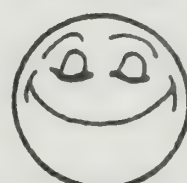
Cautious



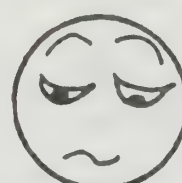
Cold



Concentrating



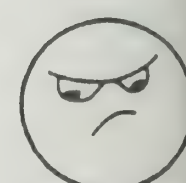
Confident



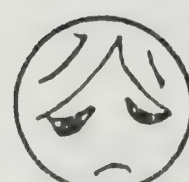
Curious



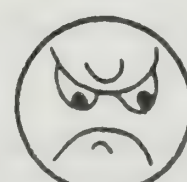
Demure



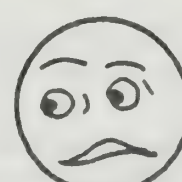
Determined



Disappointed



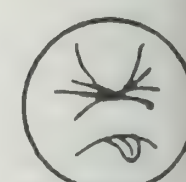
Disapproving



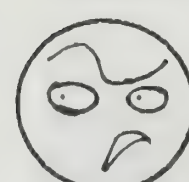
Disbelieving



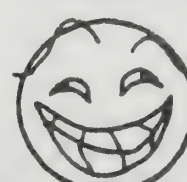
Disgusting



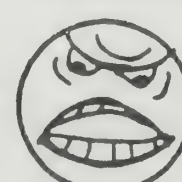
Distasteful



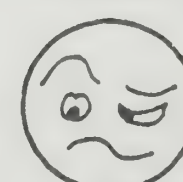
Eaves Dropping



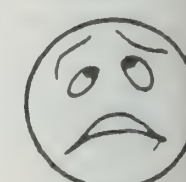
Ecstatic



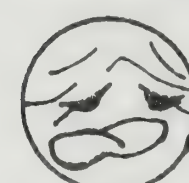
Enraged



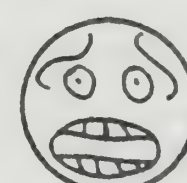
Envious



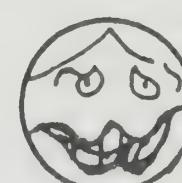
Exasperated



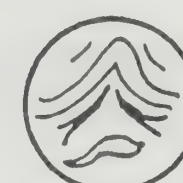
Exhausted



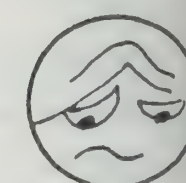
Frightened



Frustrated



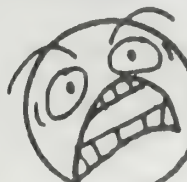
Greiving



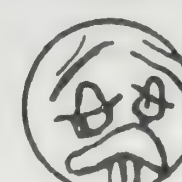
Guilty



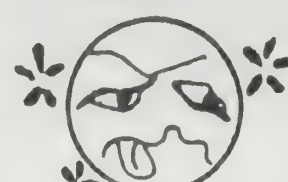
Happy



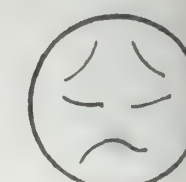
Horrificed



Hot



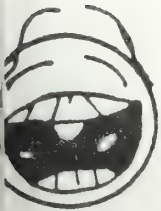
Hungover



Hurt

APPENDIX A-2

HOW DO YOU FEEL TODAY?



Hysterical



Idiotic



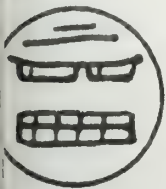
Indifferent



Innocent



Interested



Jealous



Loaded



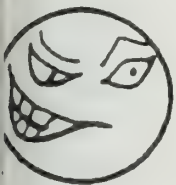
Lonely



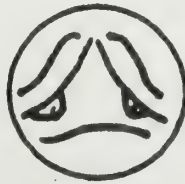
Lovestruck



Meditation



Mischievous



Miserable



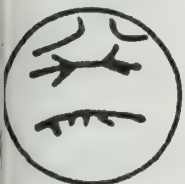
Negative



Obstinate



Optimist



Pained



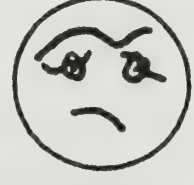
Paranoid



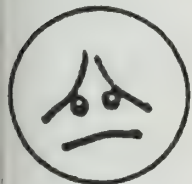
Perplexed



Prudish



Puzzled



Regretful



Relieved



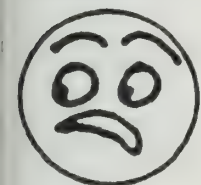
Sad



Satisfied



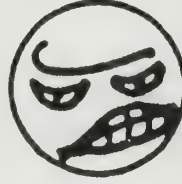
Sheepish



Shocked



Smug



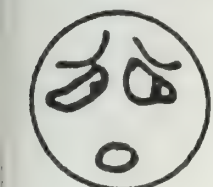
Surely



Surprised



Suspicious



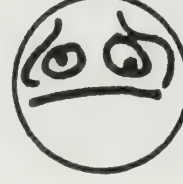
Sympathetic



Thoughtful



Turned-on



Undecided



Withdrawn

APPENDIX B

GROUP CLOSING

AFFIRMATIONS

I am glad to be here.

What I need is important.

I can grow at my own pace.

I can make mistakes and I should not be made fun of.

I can ask for help.

I can trust myself to help me decide things.

I can be different from others and still be cared for.

I can learn things as many times as I need to.

I can learn from my mistakes.

At the end of each group students can:

- 1) Read these out loud
- 2) Select one to read out loud
- 3) Volunteer to write their own for the day
- 4) Read one and say why

APPENDIX C

When I am angry, I _____

When I am angry, I _____

When I am angry, I _____

When my mom is angry, she _____

When my dad is angry, he _____

When I'm angry, my mom usually _____

When I'm angry, my dad usually _____

If other people saw me angry, they would _____

Source: Black, C (1985), Repeat After Me., M.A.C. Printing and Publishing.

APPENDIX D

When I am sad, and by myself, I usually _____

When I am sad, and I don't want anyone to know it, I _____

When I am embarrassed, and don't want anyone to know it, I _____

When I am mad, and by myself, I usually _____

When I am mad, and I don't want anyone to know it, I _____

When I am nervous, and by myself, I usually _____

When I am nervous, and don't want anyone to know, I _____

When I am ashamed, and by myself, I _____

When I am scared, and by myself, I usually _____

When I am scared, and I don't want anyone to know, I _____

Dear Parent:

As part of our guidance program we offer small group experiences. These are once a week sessions facilitated by a trained counselor, teacher or administrator. They are voluntary groups and students attend at a different time each week. They are not penalized by the classroom teacher. If at anytime a teacher feels that an absence would be damaging to their grades, the students may elect to forego that session.

The priorities of these small groups are:

- A. To enable students to cope with adolescent life
- B. To enhance interpersonal skills
- C. To provide information about drugs and alcohol

Your child has volunteered to participate in one of these groups, called Concerned Persons. If you do not wish to have your child participate or if you have any questions, please call me at _____.

Sincerely,

SPECIAL PROGRAMS SECTION

Grades K-5 Pages 463 - 476

Grades 6-8 Pages 477 - 488

Grades 9-12 Pages 489 - 515

All Levels Pages 516-527

GUIDANCE AT MONTANA CITY

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To provide a brief overview of the Montana City Guidance Program.

GRADE LEVEL: K-8

GROUP SIZE: NA

TIME: NA

SPACE REQUIRED: NA

MATERIALS NEEDED: NA

SUMMARY:

Montana City School District recognizes that good health results from physical, emotional, social, and intellectual well-being and seeks to educate children to assume responsibility for their own health in each of these human dimensions. The Health Enhancement curriculum teaches children to improve, maintain, and protect their health. Just as good health is a function of decisions people make in every area of their lives, health education is addressed in several areas of school instruction. These areas include classes in health and physical education, science, social studies, and practical arts; specially scheduled training sessions; and extra-curricular activities. In each of these settings, health enhancement instruction emphasizes critical thinking and the ability to make informed decisions that promote health and prevent illness.

PROGRAM AREA GOALS:

Through health enhancement education students will

- recognize that good health is a personal responsibility (10.55.130 lb)
- understand the interrelatedness of physical, social, emotional, and intellectual well-being (10.55.1301d)
- practice behaviors that promote health and safety in a variety of school settings (10.55.1301a)
- develop critical skills that will enable them to make informed decisions about lifestyle, health care, and prevention of health problems (10.55.1301c)

Health enhancement learner goals are divided into the following topics, though instruction may address several topics in any one lesson: 1) mental and social health (including sexuality) 2) body structure, function, and growth (including reproduction) 3) nutrition 4) physical fitness 5) safety and first aid 6) drugs 7) personal health care 8) disease (including sexual transmitted disease) 9) consumer health 10) community and environmental health 11) family health and 12) careers.

The K-8 counselor coordinates and consults with teachers to meet the Health Enhancement goals. Methods and techniques to meet the goals include: 1) Coordinate Red Ribbon Week activities 2) Teach a middle school guidance class 2 times a week 3) Help with CPR, first aid, and rescue breathing 4) Coordinate a Career Day Program and 5)

Rotate through grades K-6 classrooms to meet Health Curriculum goals.

The 7-8 grade guidance class covers the following topics: 1) Self-esteem, respect for others 2) Peer pressure, positive vs negative effects 3) Setting attainable goals, leadership 4) Qualities of good interpersonal relationships 5) Self-image (How does it change) 6) Male/female relationships (friendship and social skills) 7) Attitudes-What influences us? Peers and media 8) Communicating with parents (dating/sexuality) 9) Daily hygienic practices, Puberty - How it affects me? 10) Qualities of functional/dysfunctional families 11) How does my birth order affect me 12) Decisions and Stress, How to relieve it? 13) Parenthood/Decision Making 14) Goals as a parent 15) Personal privacy at my home 16) Explore careers and personality types that best suit me 17) Time management skills 18) Appropriate dress and personal behavior for job seeking situations 19) Consequences of substance abuse related to driving and sexual choices and 20) HAVE FUN AND LEARN SOMETHING NEW!!!!!!

SOURCE:

Jill Polette
School Counselor
Montana City Elementary
Star Route, Box 127
Clancy, MT 59634

DELIVERY METHOD:

- Guidance Counselor
- Individual Planning
- Responsive Services
- System Support

GUIDANCE IN RURAL SCHOOLS

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATION - CAREER

APPLICATION:

PURPOSE: To enhance students' understanding of themselves and others.

GRADE LEVEL: 1-8

GROUP SIZE: Class

TIME: Varies

SPACE REQUIRED: Classroom

MATERIALS NEEDED: See references cited below.

SUMMARY:

Gallatin Gateway and Anderson Schools are K-8 schools and are served by one full-time counselor. The majority of the counselors' time is spent in classroom guidance and individual/group counseling. The classroom guidance program at Gallatin Gateway and Anderson Schools are similar. The classroom guidance sessions vary from 30 minutes once a week (per grade) to 30 minutes once a month (per grade) depending on the school and grade level.

Following is a brief outline of the Gallatin Gateway/Anderson Guidance Curriculum:

1ST QUARTER: GRADES 1-4

OBJECTIVE: To enhance the development of students' personal and academic self-esteem.

TOPICS: Personal self-concept

Academic self-concept

Skills in becoming a good student and classmate

MATERIALS: You Are Special Book

The Effect of Affect

Posters (plan to order these)

The Me I'm Learning To Be

That Special Person Is Me

Feeling Good About School (book with activities and lessons)

Study Skills article

2ND QUARTER: GRADES 1-4

OBJECTIVE: To develop an understanding of others.

TOPICS: Valuing Others

Understanding Feelings

Getting Along With Others

MATERIALS: DUSO--Goals 16 through 21 (see DUSO teacher's manual for specific goals for each lesson)

Boulder Gang Series

People Need Each Other

Reading books that relate to family and friends (such as, "What Kind of Family Is This?")

Free To Be A Family

I Love My Family Kit

3RD QUARTER: GRADES 1-4

OBJECTIVE: To educate students about drug and alcohol abuse and ways to say No.

TOPICS: See Drug-Free Curriculum for specific classes

MATERIALS: All those listed in the Drug-Free Curriculum

4TH QUARTER: GRADES 1-4

OBJECTIVE: To develop an awareness in students that they are part of a group and a member of society and, thus, have certain responsibilities.

TOPICS: How To Be A Friend
Self-Control and Sharing
Cooperation
Looking At Our Community and How We Fit-In
Careers and How We Can Contribute to Society in a Positive Way

MATERIALS: Boulder Gang Books

People Need Each Other: A Social Awareness Activity Book
The Me I'm Learning To Be
Library books that relate to these topics

1ST QUARTER: GRADES 5-8

OBJECTIVE: To enhance the development of students' personal and academic self-esteem.

TOPICS: Who Am I?
Getting It Together in School--study skills, homework, getting along with others, listening, taking turns, sharing and communication skills

MATERIALS: The Effect of Affect

Thinking, Changing, Rearranging--Improving Self-Esteem in Young People
Transition 2 (Encouraging Openness and Trust)
Article--Getting It Together

2ND QUARTER: GRADES 5-8

OBJECTIVE: To develop in students an awareness of how we fit into society and to learn how to function effectively in society.

TOPICS: Your Feelings and Mine
Working Together--leading, following, the individual in the group
Individual Differences

MATERIALS: TAD--Toward Affective Development Kit

Transition 3 (Communication and Problem-Solving)
Peer pressure booklet
The "Coping With" books

3RD QUARTER: GRADES 5-8

OBJECTIVE: To educate students about drug and alcohol abuse and ways to say NO.

TOPICS: See Drug-Free Curriculum for specific classes

MATERIALS: All those listed in the Drug-Free Curriculum

4TH QUARTER: GRADES 5-8

OBJECTIVE: To help students learn skills for becoming positive, productive members of society.

TOPICS: Leadership
Cooperation
Sharing
Students' interests and aspirations
Careers

MATERIALS: TAD--Toward Affective Development Kit

Good Apple--Career Education

SOURCE:

Barbara Kosa Greason
School Counselor
Gallatin Gateway School
Gallatin Gateway, MT 59730

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

ELEMENTARY GUIDANCE IN BILLINGS

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL - CAREER

APPLICATION:

PURPOSE: To provide a curriculum for developmental classroom guidance in the Billings elementary schools.

GRADE LEVEL: K-6

GROUP SIZE: Class

TIME: Varies

SPACE REQUIRED: Classroom

MATERIALS NEEDED: NA

SUMMARY:

Classroom guidance is an important component of elementary guidance in the Billings School District. The sessions vary from 30-45 minutes, depending on the building and age level. Each unit varies from 4 to 8 weeks.

The Billings Elementary Counselors have developed the various classroom units listed below. They are happy to share the units for the price of reproducing and postage. Cost varies with length of each unit.

Kindergarten - All About Me - Self Awareness

Grade 1 - Developing Friendships

Grade 2 - Careers

Grade 2 - Feelings

Grade 3 - Developing Responsibility

Grade 4 - Study Skills (8 weeks)

Grade 5 - Coping with Conflict

Grade 6 - Peer Pressure

Grades 4-6 - Feelings & Self Awareness (8 weeks)

Grades 4-6 - Decision Making - (4 weeks)

SOURCE:

Janet Stevens
School Counselor
Garfield Elementary
3212 1st. Ave. S.
Billings, MT 59102

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

GUIDANCE AT LAUREL

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To provide a brief overview of the Laurel elementary guidance program.

GRADE LEVEL: K-5

GROUP SIZE: NA

TIME: NA

SPACE REQUIRED: NA

MATERIALS NEEDED: NA

SUMMARY:

A brief overview is given of a few components of the Laurel Elementary Guidance Program. More detailed information can be obtained by contacting the elementary school counselor.

CLASSROOM GUIDANCE

PURPOSE: To teach grade appropriate skills and to lessen the anxiety when students are referred for counseling.

PROCEDURE: Each of the K-5 classrooms are visited by the counselor for 2 sessions in the fall. The counselor selects age-appropriate lessons for each grade from the DUSO Curriculum. Each session begins with an introduction, a story, and discussion. There is usually time for two stories each visit.

INDIVIDUAL COUNSELING

Individual counseling is an important part of the counselor's position. Assessment is an important part of this. In addition to interviewing the child, parent and teacher, several assessment tools are used:

1. Piers Harris Self-Concept Scale
Available from Western Psychological Services
2. Revised Children's Manifest Anxiety Scale
Available from Western Psychological Services
3. Reynolds Child Depression Scale
Available from Psychological Assessment Resources

These assessment tools are used to understand what is going on with an individual child. A combination of structured time (in which books, games, and talking is used) and unstructured/play time (in which the child chooses what to do) is utilized in working with the child.

YELLOWSTONE TREATMENT CENTER

PURPOSE: To help selected "at-risk" students develop trust, self-esteem and communication skills.

PROCEDURE: A mini-grant proposal was submitted to the Yellowstone County Drug Free Schools Program to participate in a special program at the Yellowstone Treatment Center. The proposal was approved and 12 at-risk students were selected to participate in a 3 day training/therapy program conducted by the Center. The program featured trust-building activities and a "ROPIES" course, which physically and emotionally challenges students.

SOURCE:

Betty Selvig
School Counselor
Laurel Public Schools
410 Colorado
Laurel, MT 59044

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

POSITIVE INDIAN PARENTING

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To provide a training model for Indian parenting classes that respect cultural strengths.

GRADE LEVEL: Adult

GROUP SIZE: 10-20 adults

TIME: 8 sessions, 2-3 hours each

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Positive Indian Parent: A Model Indian Parent Training Manual.

SUMMARY:

This model curriculum for parent training draws on the cultural strengths of Indian child rearing. The material has been developed through extensive consultation with tribal elders, Indian professionals, and parents. The result is a manual that provides Indian parent trainers with information on how to conduct and organize parent training, background reading on traditional and modern parenting, lesson plans, handouts, and exercises. Focused on the positive values of the old ways as a model, the curriculum seeks to help parents decide for themselves what kind of parenting they want to use.

The curriculum is divided into eight sessions requiring two to three hours each. The manual is bound in a three-ring notebook, allowing easy photocopying of handouts and exercises. The material suggests a philosophy for parent trainers and promotes respect, family unity, and pride in Indian ways.

SESSION 1: *Traditional Parenting* introduces the idea that historical Indian child rearing practices have a great deal to teach us as parents today. It explores some old practices, where parents learn to parent, and how many of the old ways have been lost.

SESSION 2: *Lessons of the Storyteller* explores the tradition of storytelling and focuses on relationship building, communication, and the development of good judgement in children. Parents learn about storytelling and modern listening skills.

SESSION 3: *Lessons of the Cradleboard* explores traditional methods of nurturing. It examines the use of cradleboards, wrapping, massage, and singing as nurturing ways. Parents learn what the old ways teach us about bonding, nurturing, and development.

SESSION 4: *Harmony in Child Rearing* explores the traditional concept of harmony in family life. Parenting ways that prevent problems, avoid discipline, and encourage growth and self-control are examined.

SESSION 5: *Traditional Behavior Management* explores behavior management through traditional ways and modern skills. It examines several old teachings about discipline and introduces the parent to modern concepts.

SESSION 6: *Lessons of Mother Nature* explores how Indian families traditionally taught living and social skills. It examines how examples from nature taught people to get along, cope with hardships, and find strength.

SESSION 7: *Praise in Traditional Parenting* explores the role of praise in traditional parenting. Parents are asked to examine examples of the old ways and learn new skills for giving children praise to reinforce positive behaviors.

SESSION 8: *Choices in Parenting* helps parents explore the things that Indian parents and children face today. Parents are asked to look realistically at the job of parenting and make choices about what kind of parent they want to be.

SOURCE:

Corinne Cramer
MSU Extension Agent Lake Co.
1212 Round Butte Rd. W.
Ronan, MT 59864

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

REACH Curriculum

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL - CAREER

APPLICATION:

PURPOSE: To provide a multicultural curriculum for class room use.

GRADE LEVEL: 1 - 4

GROUP SIZE: Class

TIME: On-going

SPACE REQUIRED: Classroom

MATERIALS NEEDED: REACH Curriculum (Available from: REACH Center, 239 North McLeod, Arlington, WA 98223).

SUMMARY:

The REACH Curriculum is taught in the Bi-lingual classes at K. William Harvey Elementary School in Ronan, Montana. Approximately 50% of the student population are of Native American descent, representing over a dozen tribes. A particular concern is that the students receive a variety of lessons that advocate an acknowledgement and acceptance of the rich diversity of our community. In an endeavor to provide a holistic type of culture class, a wide variety of curricula was examined. Most of the materials were of poor quality, offering little substance of any culture to the student, apart from arts and crafts, or beads and trinkets. The REACH curricula materials were a pleasant surprise. The REACH curriculum could be adapted to fit the needs of students, and to provide lessons appropriate to our community.

One of the strengths of the curriculum is how students are taught about another culture while providing personal meaning to the individual student. A good example of this is the unit on names. A member of the Salish Culture Committee came to speak to a class on name giving, and looked up the meanings of all the students' names. Thus, the students experience the validation of Salish culture while learning the meaning of their own names.

The lessons utilize the resources of each community where it is taught, thus teachers can include members of the community, which provides the students with a connection between the school and the community.

If a student sees their culture embraced by their school, and their family members treated as worthwhile contributors, it can only serve to add to that child's self-concept and self-esteem.

SOURCE:

Julie Holt
Bi-Lingual Teacher
K. William Harvey School
Drawer F
Ronan, MT 59864

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

POSITIVE SCHOOL CLIMATE

SPECIAL PROGRAMS

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To promote a positive school climate.

GRADE LEVEL: K-8

GROUP SIZE: Class or building

TIME: Refer to each activity

SPACE REQUIRED: NA

MATERIALS NEEDED: Refer to each activity.

SUMMARY:

The following is a collection of intervention ideas developed to enhance a positive school climate. The ideas were developed for the elementary level, but could be adapted for other grade levels.

TITLE: BELLS OF CARING PROJECT

"The Bells of Caring Project" was implemented in December to encourage positive behaviors among children. Each classroom was told a story about a special town where bells rang each time an act of kindness occurred.

Discussion centered on ways children could show kindness to each other. Each teacher was given an assortment of decorative stickers and a large paper bell to display in their room. When the teacher saw a child acting in a kind way, he/she would compliment the student, and put a sticker on the class bell. The project ran for 2 weeks. At the completion of the project, the bells were delivered to area nursing homes and hospitals as holiday wall decorations, along with a note explaining the project. The goal of acting kindly toward others set a positive tone for the season.

TITLE: WARM FUZZY WEEK

The teachers read the WARM FUZZY story in their classrooms and encouraged their children to give warm fuzzies, both verbal and written, throughout the week. One day was designated as "Wear Something Warm and Fuzzy" Day. Each teacher was also given a list of other warm fuzzy activities that were optional. Concentration on positive affirmations enhanced the school's atmosphere and was a self-esteem builder for many children.

TITLE: CLASS BUDDIES

"Class Buddies" was a voluntary 2-week project for teachers who wished to be paired with another classroom. Matches were made between primary and intermediate grades (example: 1st grade with 4th grade). The teachers were encouraged to plan activities for their classes to do together and included the following:

- Sharing a lunch
- Performing a skit or play
- Writing stories or reading together
- Playing a game
- Making posters

Positive communication and relationships resulted between older and younger children within the school, as well as, between the two teachers involved.

TITLE: TESTBUSTERS

The "Testbusters" Program developed by Bob Bowman and available from Educational Media Corporation, was a complex project that needed the help of the entire staff. The program is designed to help prepare children for achievement tests and to reduce test anxiety. It included posters, songs, activity sheets, and the culminating "Testbusters Pop Rally", in which skits and cheers were performed. Students and staff alike became very involved and seemed to enjoy the project.

TITLE: BUG AWARD

The BUG award is an acronym for Bringing Up Grades and was developed to recognize student effort. The award focuses on growth and effort and is given each grading period. The criteria for the BUG award is that the student must improve in at least one subject without lowering any other grades. For example, a student may improve a D to a D+ and thus earn a BUG award.

At the end of each grading period, the teacher gives a list of their students earning BUG awards to the counselor. The names of all those receiving the BUG award were written on separate bugs and displaying in the hallway. On a designated BUG Award Day, the children who had earned the award received a laminated BUG token. They took their token to the cafeteria at lunch time and turned it in for a treat, usually an ice cream bar. The tokens were reused. The hallway bugs were eventually given to the children and they were encouraged to take them home.

TITLE: DEBUG SYSTEM

The "DeBug System" is designed to help children resolve peer problems. The system is a series of steps that children can use to solve problems when others are "bugging" them. It encourages children to be assertive and to take responsibility for self-management.

The five steps of the "DeBug System" are simple. Even kindergartners can easily learn them. The children are taught that if someone is bugging them, they should try the following:

1. Ignore.....If that doesn't work,
2. Move away....If that doesn't work,
3. Talk friendly....If that doesn't work,
4. Talk firmly.....If that doesn't work,
5. Get adult help.

The adult response, when a child complains about a conflict with another student, is to ask the following:

1. Have you tried the DeBug System?
2. What step are you on?
3. Come back if you get to step five.

When a child has reached step five and needs adult help, the adult follows these steps:

1. Send for the other child involved.
2. Provide a place they can talk.
3. Have them discuss: What do you want to happen? How can you make that happen?
4. Express confidence that they can work it out.
5. Have the children share their agreement with the adult.
6. If absolutely necessary--help the children talk it through.

IMPLEMENTATION ACTIVITIES:

1. A staff meeting was held to explain the "DeBug System". Teachers, aides and clerical staff were all involved.
 2. The week prior to the introduction of the "DeBug System", all staff members wore "Don't Bug Me.....Hug Me" buttons. The buttons were designed by the art teacher and made with a button maker. Enlarged paper posters with the logo and slogan were placed over the school. Children's curiosity was aroused.
 3. An assembly was held the first day of "DeBug Week". The classes were divided into two groups and a morning and afternoon assembly was held. This accommodated the kindergarten classes and allowed for the assemblies to be smaller and more personal.
- A puppet show was presented by a fifth-grade peer facilitator group. The puppets discussed having problems with others bugging them and then used the five steps of the DeBug System to illustrate how to solve those problems. Following the puppet show, the peer facilitators role-played examples of the "DeBug System".
- A song (outlining the five steps) was written by the music teacher, and the group learned and sang the song.
4. In each classroom, the children were given "Don't Bug Me....Hug Me" buttons to wear all week. The art teacher had made a poster, outlining the five steps, which was laminated and hung in every classroom.
 5. The teachers worked with their class throughout the week, role-playing situations and practicing the process. Weekly announcements and reminders were made.
 6. Parents were informed of the project through a special letter. A copy of the classroom poster was included in the letter. Parents were encouraged to display the poster at home, as a reminder.
 7. The project extended over a 9 week period. A simple evaluation form was given to all staff members at the completion of the project and the results were overwhelmingly in favor of the "DeBug System".

SOURCE:

Carlabeth E. Mathias
Indian Meadows Elementary School
4810 Homestead Road
Fort Wayne, IN 46804

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The intervention ideas were taken from an article in the *Elementary School Guidance & Counseling Journal*, February 1992, Vol. 26 and was submitted by:

BIG BUDDIES

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To provide at-risk elementary students with positive role models and support.

GRADE LEVEL: K-4 and 9-12

GROUP SIZE: Varies

TIME: Monthly activities

SPACE REQUIRED: Gym, Library, or classroom

MATERIALS NEEDED: Depends on activity.

SUMMARY:

The Belgrade School District's Big Buddy Program is similar to Big Brothers & Sisters. This group was started in 1989 and has since become a successful component of the counseling program.

The group is designed for students in single parent family situations. Elementary age students are 'matched' with high school Montana Teenage Institute (MTI) students. The main focus of the MTI group is to promote non-use of drugs and alcohol through positive role modeling, providing information, and organizing activities for students of all ages. They participate in peer-counseling training and are an integral part of our support groups throughout all grade levels.

The Big Buddies meet as a large group one time each month after school until 4:00 p.m. The meetings mostly consist of FUN, however, the younger students are given opportunities to share feelings, concerns, and fears with their big buddies. Big buddies contact their little buddies' parents and set up out of school activities as well.

Through the Buddy Program new friendships are developed, the Little Buddies feel support, warmth, understanding, and self-esteem is built.

SOURCE:

Kristi Bergland-Ragar
School Counselor
Quaw Elementary School
P.O. Box 166
Belgrade, MT 59714

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support



PEER HELPERS

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL

APPLICATION:

PURPOSE: To train and utilize peers as positive role models.

GRADE LEVEL: 4-5

GROUP SIZE: Varies

TIME: 6 sessions, 1 hour each

SPACE REQUIRED: Group room

MATERIALS NEEDED: None

SUMMARY:

One boy and girl are selected as peer helpers from each classroom, grades 4-5. The classroom teacher selects the students. The students will meet with the counselor and one other student (target) forming a small group. Peer Helpers will be on a beck and call situation as needed. Their purpose is to help others, to improve behavior inside / outside the classroom, and to improve attitudes concerning school.

Parental permission is required for students to participate in the Peer Helper Program. Once the students have returned the permission forms, six topics are covered. (1) Confidentiality, (2) Responsibility, (3) Role Model, (4) Issues of Concern (grade level), (5) Competent Leaders and (6) Small group sessions. Each session is outlined below:

SESSION 1: Confidentiality

- A. No telling without permission from the group
- B. What is said remains the groups' priority

SESSION 2: Responsibility

- A. Do what is expected
- B. Follow through
- C. Keep your grades up in order to participate

SESSION 3: Role Model

- A. Be an example
- B. Assist in getting students involved/NO LONERS
- C. Generate discussions

SESSION 4: Issues of Concern

- A. Generate issues pertinent to students of your age

SESSION 5: Competent Leaders

- A. Know your abilities
- B. Act as group leaders
- C. Don't be afraid to speak up

SESSION 6: Small Group Sessions

- A. On call in groups of two or four
- B. Beck and call situations

SOURCE:

Garry D. Stidman
School Counselor
Southside School
P.O. Box 28
Glasgow, MT 59230

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

THE G - FORCE

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL

APPLICATION:

PURPOSE: To provide a leadership program for students that will foster positive communication.

GRADE LEVEL: 4-5

GROUP SIZE: 20 students

TIME: On-going

SPACE REQUIRED: NA

MATERIALS NEEDED: G-Force Application Form.

SUMMARY:

G-FORCE APPLICATION

The G-Force is a leadership development program at Forest Lake Elementary School and is part of the guidance program. The goal of this program is to strengthen positive communication between our students. There is a ten member team in each of our fourth and fifth grades. Students selected for these teams will work with our guidance counselor to produce programs and other school activities that will reinforce self-esteem and effective personal relationships within our school. Students will be selected by a committee outside the school by reviewing the students' answers to the following questions:

Name _____ Age _____ Homeroom _____

1. Why do you want to be a member of the G-Force?
2. How can you help to make Forest Lake a friendly place?
3. Who do you most admire? Why?
4. Write a story about yourself. Tell about your hobbies, interests, goals, and anything else you would like to include.
5. Please have one person complete this part. This person will serve as your reference. He or she should indicate why you would be a helpful G-Force member.

Guidelines

1. The G-Force will meet once a week at recess. Attendance at meetings is important. Anyone who misses more than three meetings a year can no longer be a G-Force member.
2. Demonstrating appropriate behavior to others is important. Anyone sent to the office for misbehavior may no longer participate in the G-Force.
3. Group members are expected to be willing to work cooperatively with others.

SOURCE:

Ron Miles
School Counselor
Forest Lake Elementary School
6801 Brookfield Rd.
Columbia, SC 29206

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The Forest Lake Elementary School Guidance Program was selected as an exemplary program and featured in the ASCA publication *The Best For Our Kids* (1990).

STAR CITIZEN

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To encourage positive citizenship within an elementary school.

GRADE LEVEL: K-6

GROUP SIZE: School Building

TIME: On-going

SPACE REQUIRED: Hallway bulletin board

MATERIALS NEEDED: "Star Citizen" buttons, special certificates, and pencils, fact sheets, and camera.

SUMMARY:

STAR CITIZEN PROGRAM

The STAR CITIZEN program at Forest Lake Elementary School is designed to reinforce positive citizenship practices by the students. Each week, students at each grade level and in special education are identified by their teachers for their positive citizenship behavior. These students are then recognized on a school-wide basis.

On Mondays, the guidance counselor announces the STAR CITIZENS for that week during a special morning announcement program. These students receive STAR CITIZEN buttons to wear, special certificates, STAR CITIZEN pencils from the P.T.A., and recognition in the school newsletter. In addition, their pictures are taken and along with STAR CITIZEN fact sheets they are featured on a school bulletin board in the main hall of the school.

This program became a part of the total school guidance and counseling program during the 1988-89 school year. Other than the selection of individual students, the program is totally coordinated by the school counselor.

STAR CITIZENS

I. Criteria:

- | | |
|-----------------------------|--------------------------|
| A. Works well with others | F. Honest |
| B. Does a good job in class | G. Respectful |
| C. Tries hard | H. Positive attitude |
| D. Cooperates | I. Friendly |
| E. Dependable | J. Sensitivity to others |

II. Guidelines:

- Students will be notified the week before they are to be honored as STAR CITIZENS.
- On Monday mornings, the STAR CITIZEN for the upcoming week will be announced to the entire school. They will meet in Studio G to receive their certificates, buttons, P.T.A. pencils, and have their pictures taken.
- The counselor coordinates the STAR CITIZEN program. Grade Level teachers coordinate the selection of students and the sharing of STAR CITIZEN buttons.

The Forest Lake Elementary School Guidance Program was selected as an exemplary program and featured in the ASCA publication *The Best For Our Kids* (1990).

SOURCE:

Ron Miles
School Counselor
Forest Lake Elementary School
6801 Brookfield Rd.
Columbia, S.C. 29206

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
- Responsive Services
System Support

BREAKFAST CLUB

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To promote non-drug activities for middle school students.

GRADE LEVEL: 6-8

GROUP SIZE: 12-25

TIME: One hour weekly

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Donuts & juice.

SUMMARY:

The Breakfast Club promotes and sponsors healthy alternatives for drug use. The Club is comprised of any interested students and their advisor at Chief Joseph Middle School. The Club meets once a week at 7:30 a.m. to plan monthly events. Donuts and juice are provided for the morning meetings. Funds for the activities are budgeted through the Drug Free Schools monies. Following is a list of activities planned by the Breakfast Club for the 1991-1992 school year.

SEPTEMBER

A. Membership invitation

A. Membership invitation

(1) A banana-split lunch to be held at each lunch time to encourage joining.

B. Visit with the PAC at their first meeting and present a short program about the club.

C. Become CJMS Ambassadors

OCTOBER

A. Participate in the Red Ribbon Week

(1) Pass out red ribbons

(2) Poster contest, etc.

B. Ambassador training of 6th & 7th grade volunteers.

NOVEMBER OR DECEMBER

A. Anti-smoking Campaign in conjunction with the Great American Smoke-Out.

FEBRUARY

A. Afternoon of Games

(1) Sponsor a "homeroom" competition with prizes.

(2) Contests would range from relays to academic puzzles.

(3) A way to promote fun without drugs

MARCH

A. Skit presentations to students at Willson Elementary about drugs, stealing and other risky behavior.

APRIL

A. Sponsor a student body assembly that promotes wellness (i.e. self-esteem, no use of drugs, what good health is). Members would like to work with administration in selecting a program and help with its presentation.

MAY

A. Orientation for 5th graders who will be attending CJMS in September.

B. Orientation for new Ambassadors.

SOURCE:

Adele Seitz

School Counselor

Chief Joseph Middle School

309 No. 11th Ave.

Bozeman, MT 59715

DELIVERY METHOD:

- Guidance Curriculum

- Individual Planning

- Responsive Services

- System Support

SPARKLER WEEK

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL

APPLICATION:

PURPOSE: To promote a positive self-esteem in students by celebrating the uniqueness and diversity of each individual.

GRADE LEVEL: 4-8

GROUP SIZE: School

TIME: One week

SPACE REQUIRED: NA

MATERIALS NEEDED: Self-esteem packet for teachers, letter to parents, and prizes.

SUMMARY:

One week of the school year was designated as SPARKLER WEEK, for the purpose of promoting healthy self-esteem in students. The counselors worked with classroom teachers to select daily self-esteem activities, art projects, and secret SPARKLER PALS for students. Each day of the week was given a special theme to allow students (and teachers) to express their uniqueness.

Prior to SPARKLER WEEK there was a faculty meeting to discuss the week's events. Secret SPARKLER PALS were drawn between two classes. Students were encouraged to make their SPARKLER PAL feel special throughout the following week by writing, drawing, making or doing something special for them. (Can't cost money). Teachers helped students generate a list of possible ideas. Each class participated in a poster contest with special prizes given at the end of the week. Teachers were provided a packet of self-esteem activities (taken from *101 Ways to Enhance Self-Esteem*) and were encouraged to utilize them throughout the week. Parents were sent a letter explaining the week's activities and purpose. The handout "Suggestions To Enhance Self-Concept" was included with the letter. (See attached handout).

SPARKLER WEEK activities included:

Monday.....Wear your Favorite Color

An assembly was held to "kick-off" SPARKLER WEEK. The week's purpose and daily activities were explained.

Tuesday.....Wear you Favorite T-Shirt Day

Wednesday..... Wear a Tie Day

Thursday.....Share Your Heritage Day----A special time for "Show and Tell" was planned within each class.

Friday.....Wear a Hat Day

Throughout the week, teachers provided time for self-esteem activities, poster work and special presentations by middle school students on "Refusal Skills".

Posters were displayed in the hallways. Contest winners received special prizes from community sponsors. Every student received a SPARKLER CERTIFICATE.












SOURCE:

Michelle Stearns
School Counselor
Lowell Elementary
1200 Sherwood
Missoula, MT 59802

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

Suggestion to Enhance Self-Concept

-  Teach children how to say good things to themselves. Positive self-talk is a great builder of self-esteem.
-  Encourage your child to be responsible for a younger child. Younger children can profit from caring for pets.
-  Self-esteem increases when one is involved in activities rather than being a spectator. Playing music, for example, builds self-concept more than just listening to music.
-  Praise your child when you see them stop a bad behavior on their own. Self-esteem correlates with the ability to control one's behavior.
-  Research reveals that physical activities (such as running) builds self-esteem and can be used to counteract depression.
-  Share with children your personal adversities. Let them know that you have failed, that it is permissible to fail and that you've learned from those experiences.
-  Insist that children complete tasks. Finishing a job makes one feel good about themselves.
-  The more you compliment a child the more they learn to appreciate others.
-  Practice and preach positive thinking and express positive thoughts to your child.
-  Children become what you tell them they are!
-  Create opportunities for children to help others, such as neighbors, smaller children and grandparents.
-  Belonging to clubs, groups and other organizations enhances self-esteem.
-  Build confidence by believing in your child. Encourage them to accept challenges.
-  A good trait to encourage is patience. Growing flowers or vegetables, waiting patiently in lines and sitting quietly teaches patience.
-  Correct and discipline children in private.
-  Prepare children for new experiences and difficult situations. Everyone feels more confident if they know what is going to happen.
-  Children with positive self-concepts work to correct problems rather than spend time worrying about them.
-  Let children choose their activities but interfere when they are doing something immoral or dangerous.
-  Ask your child's opinion. Anyone's self-esteem is enhanced by this practice.
-  Making others laugh is good for one's self-concept. Teach children the difference between positive and negative humor. Humor should never hurt.
-  A wink can be like a secret hug.

This reproducible was borrowed from a publication by the
Missouri School Counselor Association.

DARE TO BE GREAT

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL - CAREER

APPLICATION:

PURPOSE: To provide a motivational program for students.

GRADE LEVEL: 6-8

GROUP SIZE: 6-8

TIME: One school day

SPACE REQUIRED: Auditorium and 3-4 large classrooms

MATERIALS NEEDED: Motivational speakers were contracted through the NBC Camps, No. 21808 Panorama Rd. Colbert, WA 99005.

SUMMARY:

The National Basketball Camp of Colbert, WA. not only sponsors summer basketball camps, but also motivational seminars and workshops for students. Several Montana schools have hosted the NBC program and found it to be a rewarding and inspirational program. Chief Joseph Middle School in Bozeman sponsored an NBC program in 1992. The following is a brief overview and outline of their DARE TO BE GREAT Day.

A full day of workshops was scheduled for Chief Joseph Middle School students and faculty. The day began with a motivational session for teachers "Seven Qualities of a Great Teacher" from 7:00 - 8:00 a.m. A continental breakfast was served.

The school day opened with an all-school assembly. Following the assembly, students were divided into 4 groups. Each group rotated through four different workshops, dealing with self- concept, personal discipline, attitude, and cooperation. The school day concluded with a short homeroom session allowing students to fill out an evaluation and to provide closure. The four workshops included:

- (1) A Healthy Self-Concept
- (2) Attitude Is King
- (3) Personal Discipline - The Trait that Makes or Breaks You
- (4) The Power of Choice

With the exception of the "Power Choice" (which is a video by Michael Pritchard), all the sessions were presented by NBC consultants.

Following the regular school program, a special workshop was provided for selected student leaders, entitled "Effective Leadership." Parents were invited to a special evening program - "Nine Keys to Raising Great Kids." The DARE TO BE GREAT program proved to be a positive, upbeat experience for both students and staff.

For more information regarding the NBC program, contact Bonnie Tucker, NBC Camps, No. 21808 Panorama Rd., Colbert, WA. 99005 Telephone: (509) 466-4690.

SOURCE:

Adele Seitz
School Counselor
Chief Joseph Middle School
309 No. 11th Ave.
Bozeman, MT. 59715

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

ADVISOR – ADVISEE

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL - CAREER

APPLICATION:

PURPOSE: To provide an Advisor - Advisee Program for middle school students.

GRADE LEVEL: 6-8

GROUP SIZE: Class

TIME: On-going

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to summary.

SUMMARY:

When middle school students leave the self-contained classrooms of the intermediate grades, they lose a special relationship that they developed each year with one teacher. Advisor - Advisee Programs have proven to help students make that transition from the elementary to the high school years. Following is a brief description of two Advisor - Advisee Programs developed for middle school students.

IMPACT CURRICULUM

The Orange County Public Schools in Florida has published a curriculum for their Advisor-Advisee Program. The program is implemented in grades 6 through 8. Each grade level has a separate curriculum, which give advisor/teachers, structured classroom activities. The activities are designed in a sequential order and focus on the personal development of students. Orange County's program is designed to meet twice weekly for 25 minutes. Curriculum topics include: Getting Acquainted, Study Skills, Getting To Know Myself, Getting To Know Others, Communication, Decision Making, Wellness, and Planning For My Future.

The program originated out of the need to address the special needs of middle school students and provide them with a supportive learning environment while making the transition from late childhood to adolescence. The program bridges the gap between the self-contained structure of the elementary school and the departmental structure of the high school. The IMPACT curriculum is available through the Orange County Public Schools. (See address below)

PRO-TIME CURRICULUM - (People Relating To Others Time)

PRO -TIME is the Advisor-Advisee Program for grades 6-8 developed by Sioux Falls Public Schools. The PRO-TIME Program is designed to provide advisors with specific, yet flexible, activities that help their advisory period be a meaningful time of communication with middle school students. The students meet in small groups with an advisor a minimum of twice a week to explore topics of general interest. The activities are sequenced according to monthly topics. The topics cover: Getting Acquainted, Study Skills, Self-Awareness, Friendships, Communication Skills, Educational/Career Planning, Conflict Resolution, Decision Making and Problem Solving, Community Awareness, and Looking Ahead. The curriculum is available from the Sioux Falls School District. (See address below).

SOURCE:

Ray Robison
Orange County Public Schools
Guidance and Career Education
445 West Amelia Street
Orlando, FL. 32801-1127

SOURCE:

Dr. Bill Smith
Sioux Falls School District 49-5
Student Services Department
P.O. Box 5051
Sioux Falls, SD 57117-5051

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

GUIDANCE AT KALISPELL

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To provide a system of support groups and services for students at Kalispell Jr. High.

GRADE LEVEL: 8-9

GROUP SIZE: Refer to activity

TIME: Refer to activity
area

SPACE REQUIRED: Classroom and/or group

MATERIALS NEEDED: Refer to activity

SUMMARY:

Beyond the usual guidance services, Kalispell Jr. High Guidance Department offers the following support groups and special programs to their students, grades 8-9. Below is a brief overview of select programs.

CHEMICAL DEPENDENCY PRESENTATIONS

PURPOSE: To familiarize students with the consequences and the stages of chemical dependency.

PROCEDURE: A Chemical Dependency Presentation is given to each 8th grade Health Class. The presentation covers the phases of chemical dependency from experimentation to terminal illness. The students are presented the materials without the normal lecture format. Local statistics, humor, role playing and decision making are incorporated into the presentation.

AMBASSADOR PROGRAM

PURPOSE: To provide a "buddy" support system for new students.

PROCEDURE: An ambassador or "buddy" is chosen for each new student that enrolls in Kalispell Jr. High. The new student is introduced to their "buddy", who then escorts them from class to class, and introduces them to other students at lunch. The ambassadors are encouraged to familiarize the new student with all aspects of the school, students, and staff.

C.A.R.E. SUPPORT GROUPS

PURPOSE: To provide a safe place for students to learn how to express feelings and learn about chemical dependency.

PROCEDURE: CARE groups are part of the community/school C.A.R.E. program. Students self-refer to the program. The groups are conducted by two adults, one community member and one staff member. The group leaders have been previously trained through a Facilitator's Workshop sponsored by the community/school C.A.R.E. program. The C.A.R.E. groups goal is awareness, not therapy. However, groups act as a conduit for referral to professional counseling and therapy.

C.A.R.E. STEP GROUPS

PURPOSE: To provide a setting for students from chemically dependent families to learn the characteristics of C.D. families, as well as, learn coping skills to deal with their families lifestyle.

PROCEDURE: The C.A.R.E STEP program consists of two groups -- CARE STEP I and CARE STEP II. Two adults co-facilitate the groups. At least one facilitator is in recovery in both types of STEP groups. The facilitators include one school and one community member and are CARE trained. A STEP curriculum is currently being written by the C.A.R.E. program.

CARE STEP I groups are self-referred and an extension of the community/school C.A.R.E. program. They are specifically for students who live in chemically dependent families.

CARE STEP II groups are for students who are in recovery, have possession infractions, or are actively using and recognize that they have a problem.

COPING SKILLS GROUP

PURPOSE: To help teach identified students appropriate coping skills.

PROCEDURE: Students names are submitted by staff members that they feel would benefit from participating in the Coping Skills Group. Students in the group display low self-esteem or self defeating coping behaviors. The central theme of the group is: Events do not cause feelings, but rather, our perception of the events generate the feelings. Sessions include recognizing negative self talk and replacing it with less debilitating talk. Group practice of skills and feedback from group members is emphasized. The *Thinking, Changing, Rearranging Kit* from Timberline Press is the foundation of the group.

SOURCE:

Karla Jones
Robley Carr
School Counselors
Kalispell Jr. High
205 NW Lane
Kalispell, MT. 59901

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
- Responsive Services
System Support

AL ' S PLACE

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL- EDUCATIONAL

APPLICATION:

PURPOSE: To provide a supervised area for students during lunch time.

GRADE LEVEL: 5-8

GROUP SIZE: NA

TIME: On-going

SPACE REQUIRED: Classroom(s)

MATERIALS NEEDED: NA

SUMMARY:

Middle school years can be a difficult time for peer relationships. Students are not always kind and respectful to each others. AL's PLACE was created out of an expressed need for students to find a safe place to be during lunch or recess times. AL's PLACE was adopted from Helena Middle School's "Safe Harbor" program. The following is a brief overview of the program.

WHAT IS AL'S PLACE??

AL's PLACE is open during lunch and recess times. AL stands for "Alternative to Lunch (recess)" and is simply a supervised room that students can go to instead of going outside on the playground. The following is an example of information given to students regarding AL's PLACE.

There are several guidelines for students who decide to go to AL's Place:

- (1) There are different rooms for the different lunch periods. For both the 6th and 7th grade lunch times we will be using Ms. Cashell's Room (150). For the 8th grade lunch, AL's PLACE will be in one of Ms. Robbin's Room (108 or 109). A sign on the door will indicate which room will be open.
- (2) Parents will be supervising AL's PLACE. The CJMS Parent Advisory Council is coordinating volunteers to be in the rooms.
- (3) You will eat your lunch in the cafeteria as usual. No food or drinks will be allowed in the rooms.
- (4) If you decide to go to AL's PLACE instead of going outside, you will be expected to stay in for the remainder of lunch period. Please use the restrooms before you get there.
- (5) AL's PLACE is for students who would rather read, study, or quietly visit than be outside.
- (6) A Hall Pass is not required to go to AL's PLACE, but the noon aides will be monitoring students in the halls.

SOURCE:

Mark Salo
School Counselor
Chief Joseph Middle School
309 No. 11th Ave.
Bozeman, MT 59715

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
- Responsive Services
 - System Support

NITE Club

(New Interest Toward Education)
SPECIAL PROGRAM

CONTENT AREA: EDUCATIONAL

APPLICATION:

PURPOSE: To provide study assistance to students and parenting skills for parents.

GRADE LEVEL: 6-12

GROUP SIZE: Varies

TIME: 1 1/2 hours weekly

SPACE REQUIRED: Library and classrooms

MATERIALS NEEDED: Flyers, tutors, and parenting class presenters.

SUMMARY:

The NITE CLUB is an evening program which provides the following services for students and their parents.

STUDENT NITE CLUB: The program is designed for students, grades 6- 12, and is held at the high school library, two evenings each week from 7:30 - 8:30 p.m. The student NITE Club provides students the opportunity for academic tutoring, which includes the use of the library resources, obtaining assistance with homework, taking make-up tests and completing make-up assignments. Free tutoring is provided in math, science, English and social studies by accredited teachers. Computer labs are open for students to work on term papers and other academic projects.

PARENT NITE CLUB: Parent sessions are planned throughout the year to coincide with the Student NITE Club (generally they meet only once a week). The sessions are especially designed for parents of youth in 6th through 12th grades. Topics include:

"Building Parent-Teacher Alliances for Kids Well Being"

"Techniques for Communicating with Your Teenager"

"Setting Limits and Expectations Without Guilt"

"Keeping In Touch: Talking About the Issues", etc.

A variety of community professionals and school staff are used to present the parent sessions. Funding is provided for the tutors. A combination of funding sources might include: Parent Education, Drug-Free Schools, Mini-Grants through the Department of Institutions, Community Organizations, etc.

SOURCES:

Bozeman Public Schools
P.O. Box 520
Bozeman, MT 59715

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

PARENTING CLASSES

SPECIAL PROGRAM

CONTENT AREA: SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To present twelve typical modes of communication.

GRADE LEVEL: Adult

GROUP SIZE: Parenting Class

TIME: 30 Minutes

SPACE REQUIRED: Classroom

MATERIALS NEEDED: *Parent Effectiveness Training* by Thomas Gordon.

SUMMARY:

The issue of communication is usually discussed sometime during parent seminars. Parents are eager to know how to improve their communication techniques because they realize the importance of this issue in their parent/child relationships.

In Thomas Gordon's book, *Parent Effectiveness Training*, he describes twelve typical modes of communication which are not categorized as either "right" or "wrong," but only listed so that parents can recognize the variety of ways they respond and communicate. One way to introduce parents to these modes of communication is to present them with the following list and then select a parent to role-play with you the activity that follows.

TWELVE TYPICAL MODES OF COMMUNICATION

(These categories were compiled by Dr. Thomas Gordon in his book, *Parenting Effectiveness Training*.)

1. ORDERING; DEMANDING; COMMANDING;
Telling the Child. "I don't care-you are not going to school looking like that."
2. WARNING; ADMONISHING; THREATENING
Telling the child consequences. "You do that once more and you'll be sorry."
3. EXHORTING; MORALIZING; PREACHING
Telling the child what he/she should do. "You should never speak that way toward your elders."
4. ADVISING; GIVING SOLUTIONS OR SUGGESTIONS
Telling the child how to solve a problem. "Why don't you forget the whole matter?"
5. LECTURING; TEACHING; GIVING LOGICAL ARGUMENTS
Trying to influence the child with fact, logic, etc. "If you can't be responsible now, how are you going to hold a job?"
6. JUDGING; CRITICIZING; DISAGREEING; BLAMING
Negative evaluation of the child. "You are being very childish."
7. PRAISING; AGREEING
Positive evaluation of the child. "You are very kind."
8. NAME-CALLING; RIDICULING; SHAMING
Making the child feel foolish. "Boy, are you lazy!"
9. INTERPRETING; ANALYZING; DIAGNOSING
Letting the child feel that you have figured him/her out. "You are doing that just to get attention."
10. REASSURING; SYMPATHIZING; CONSOLING
Trying to make the child feel better. "Don't cry, everything will be just fine."
11. PROBING; QUESTIONING; INTERROGATING
Trying to find reasons. "Why do you fight with your brother so much?"
12. WITHDRAWING; DISTRACTING; HUMORING; DIVERTING
Trying to draw the child's attention from the problem. "Come on-let's talk about something more pleasant."

Once parents have had an opportunity to look at and discuss the twelve typical modes of communication, the following role-play can be enacted by the leader playing the role of the parent and a parent participant playing the role of the child. If desired, copies of the role-play can be given to the parents so they can easily identify each mode of communication. If copies are not given to each parent, the leader should identify each mode of communication as it is presented in the role play.

ROLE PLAY
Twelve Typical Modes of Communication

Scene: Child bringing report card home to parent after school.

Parent: Didn't report cards come out today?

Child: Yeh.

Parent: Well, did you get yours?

Child: UH huh.

Parent: Well, for heaven's sake, let's see it!

Child: Yeh, well, it's not real good.

Parent: That's impossible! You said you were doing great. No problems, that's what you said.
(#6 JUDGING, CRITICIZING)

Child: Well, I really didn't think there were any.

Parent: You didn't think! That sounds more like it-come on, let's see it.
(#8 RIDICULING, SHAMING)

Child: (Shrugs shoulders and hands card over.)

Parent: How in the world did you get these grades?
(#11 PROBING, QUESTIONING)

Child: It's not all bad. I got good grades in gym and art.

Parent: Gym and art? If I had done this at your age, my parents would have let me have it, but good!
(#3 MORALIZING, PREACHING)

Child: If you had to sit in those dumb classes, with those dumb teachers...

Parent: Now, you're just making excuses for yourself.
(#9 INTERPRETING, DIAGNOSING)

Child: You never listen to anything...

Parent: All right, I'll listen. What do you want to say?

Child: All the teachers do is talk, talk, talk,. There's no fun at all.

Parent: You're right. School should be fun, too.
(#10 REASSURING, SYMPATHIZING)

Child: You know if they would just let us have some say in what we do.

Parent: But that really isn't life. You've got to learn to do what the person in charge wants-like your boss when you get a job-don't do what he wants and you get fired.
(#5 LECTURING, TEACHING)

Child: You don't understand...

Parent: I understand that you have to do what you're told.
(#1 ORDERING, COMMANDING)

Child: But that's not the point.

Parent: If you would just go in, sit down, listen, and do your work, everything would be solved.
(#4 ADVISING, GIVING SOLUTIONS)

Child: But...

Parent: Look, you're a good kid.
(#7 PRAISING)

Child: I know, but...

Parent: Just remember, you cannot bring home grades like this. If you do, then you'll just have to lose something important to you.
(#2 WARNING, THREATENING)

Child: Like what?

Parent: I don't know what exactly and honestly I think we've discussed this long enough. You know what's expected of you. By the way, I wanted to talk to you about the way you've been doing your chores lately.
(#12 DISTRACTING, DIVERTING)

SOURCE:

PIC Newsletter (Jan/Feb. 1989)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA 18901

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

PARENTING EARLY ADOLESCENTS

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To teach specific parenting skills and strategies that parents can apply at home with their adolescent children.

GRADE LEVEL: Grade 5-8 parents

GROUP SIZE: Varies

TIME: 4 sessions, each 1 1/2-2 hrs.

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Chart paper, markers, handouts, coffee and cookies (optional, but nice)

SUMMARY:

Parenting Early Adolescents is a 4 session parenting course offered to parents of grades 5-8 at Hellgate Intermediate School. A brief outline of the course is given below.

SESSION 1: Introduce the developmental needs of the early adolescent by using the following exercise. One parent plays the role of an early adolescent and stands in the center of a circle of other parents holding cards identifying their roles. Each role card states on one side in large letters the role of PARENT, FRIEND, PEER GROUP, MATH TEACHER, COACH, etc. On the other side of the card are a set of statements of expectations typical of that role such as "Clean up your room before you go out" or "Complete this assignment by next Thursday and be ready for an exam," "Let's go to the movies," etc. The people in the circle read their statements all at once to create a sense of overwhelm typical of an adolescent. Since feelings are intensified during adolescence, repeat the fishbowl exercise--this time much louder.

The discussion following points out the reactions and typical behavior of children in this age period. The second part of the first session is spent exploring parents personal philosophy of parenting and their mission. It is important to clarify what they want to teach their children and what they want for their children. Include a discussion of the parenting skills that these parents grew up with, depending on time and group size.

SESSION 2: Communication skills for building relationships and nurturing are separated into two parts. Part I covers how to listen and respond in a way that encourages children to talk and feel understood. Part II covers how to make "I" statements and talk to children in ways that insure that the child will listen to them.

SESSION 3: This session presents a variety of strategies for taking care of "business" such as natural and logical consequences, one minute scolding technique, problem solving, teaching negotiating skills to kids, and possibly some behavior modification. Behavior modification is less effective as children get older.

SESSION 4: Parents present specific issues and the facilitator helps the group identify helpful skills to deal with the situations. Included is a discussion of ways to handle drug and alcohol issues. Four sessions is very tight. The facilitator might wish to do 5 or 6 sessions.

RESOURCES:

STEP - Systematic Training for Effective Parenting by Don Dinkmeyer and Gary McKay

How to Talk So Kids Will Listen and Listen So Kids Will Talk by Faber and Mazlich

One Minute Scolding by Gerald Nelson

PBS program *Kids and Drugs* (video tape) for numerous communication skill demonstrations.

SOURCE:

Peggy Mallette

School Counselor

Hellgate Elementary School

2385 Flynn Lane

Missoula, MT 59802

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

FALCONEERS

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To provide good-will ambassadors for new students.

GRADE LEVEL: 11-12

GROUP SIZE: 25-40

TIME: On-going

SPACE REQUIRED: NA

MATERIALS NEEDED: T-shirts and/or sweatshirts with group logo (students design their own logo).

SUMMARY:

Counselors in our school need help working with new students, both transfers and 9th graders each year. We use our Falconeer group (usually 11th & 12th graders) as helpers to assist with the following activities:

1. Serve as guides for open houses (we have 3 per year).
2. Serve as big brother/sister for new students who enter after school has started.
3. Serve as guides and organizers of New Student Reception.
4. Serve as ushers at games and other school events.
5. Serve as "callers" for calling all 9th graders and transfers in the fall.

The responsibilities of the Falconeers are outlined below.

FALCONEER RESPONSIBILITIES

1. **TOUR GUIDES** - Show new students (9th graders and transfers) where their classes will be - this will be during one day, the week before school starts.
2. **OPENING DAY "WELCOMERS"** - Stand at entrances to the building to help students find where they go.
3. **PHONE CALLS TO FRESHMEN AND NEW TRANSFERS** - During the 2nd week of school, Falconeers sign up for one hour shifts either at 6:00, 7:00, or 8:00 p.m. The phone calls are made to every freshman and transfer student. The purpose is to welcome students and to answer any questions they may have.
4. **BIG BROTHER/BIG SISTER PROGRAM** - This program is for students who transfer to Skyview after school has started. Counseling Center will have your schedule and when a student registers, the counselor will contact you and ask your help in showing the student around. The following list will give you ideas of some of the ways that you can help:
 - * Give tour of school, which includes: the student map, locker, lunch ticket, bus ticket, explanation of lunch tickets and activity tickets, and location of classrooms.
 - * Arrange to eat lunch with student if he/she is interested. Stay on campus, please.
 - * Answer any questions the student may have.
 - * Ask questions to help the student know you are interested in him/her.
 - * Call the student two or three days later to see how he/she is doing.
5. **ALL SCHOOL OPEN HOUSE** - Welcome parents and show them around Skyview. This will be a fall evening.
6. **NEW STUDENT OPEN HOUSE** - Late February - Opportunity for eighth grade students and parents to come to Skyview tour the building, visit with staff, etc.
7. **USHERS** - Usher at selected school activities.

SOURCE:

Gary Johnson
Head Counselor
Skyview High School
1775 High Sierra Blvd.
Billings, MT 59105

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
 - Responsive Services
 - System Support

FEWS

Freshmen Early Warning System

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To identify potential academic or personal adjustment problems that freshmen students may be experiencing as they enter high school.

GRADE LEVEL: 9

GROUP SIZE: NA

TIME: On-going

SPACE REQUIRED: NA

MATERIALS NEEDED: Refer to activity.

SUMMARY:

The Freshmen Early Warning System (FEWS) evolved from an awareness of the problems often encountered by some freshmen entering a high school environment. When our school made the change from a three year to a four year school, the opportunity existed to develop a general program to reduce some of the common problems which can lead to a host of potentially serious consequences.

A letter is sent during the third week of school to each ninth grade teacher explaining the rationale, goals, and procedures of the FEWS program. On a separate sheet, the teachers record their opinions of the academic progress, potential for success, and observed study habits and attitudes of any student they feel is experiencing social or academic adjustment problems. The success of the program depends entirely upon these teachers and their professionalism, understanding, and commitment. Teacher support is critical.

As student forms are collected, it is usual for a student to be mentioned by several teachers. In each case, counselors evaluate the data, speak to the student, and help with the problems as indicated. Help might include study/listening techniques, problem solving, social adjustment counseling, or, if indicated, even referral. In addition, a letter is sent to each parent explaining FEWS and enlisting parental action and a request to call the counselor. A large majority of problems encountered are simply the result of poor study habits, low self-esteem, or immaturity. These, once identified, can be helped and a multitude of potential future problems prevented. More serious problems are handled as required. The program is successful and adjustment for the students involved is facilitated.

SOURCE:

Roger Smith
LaPorte High School
602 F Street
LaPorte, IN 96350

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

CAREER SHADOWING PROGRAM

SPECIAL PROGRAM

CONTENT AREA: EDUCATIONAL - CAREER

APPLICATION:

PURPOSE: To help students explore possible career choices.

GRADE LEVEL: 9-12

GROUP SIZE: Individual

TIME: 2 hrs/day

SPACE REQUIRED: NA

MATERIALS NEEDED: Request forms, parental permission forms, parental letter and community contacts.

SUMMARY:

The Career Shadowing Program at Sentinel High School encourages students to explore possible career choices through a formalized procedure. Students may participate in the program once every semester (for a 2 hour block) during their 9th through 12th grade. The program is announced to students and letters are sent home to the parents. Interested students complete a Career Shadowing request form and return it to the school counselor. The counselor serves as the coordinator and contacts community resources as each request is received.

Parent permission is required for the student to participate in the on-site visitation. The student is required to complete the "Career Information Interviews" (see below) and return it to the counselor.

CAREER INFORMATION INTERVIEWS

1. What qualities and skills make a good worker in this field?
2. What kinds of people would I be working with? (Clients and co-workers)
3. Would I be working mainly with people, or with paperwork, computers, or other kinds of activities?
4. What is the future of this field?
 - a. Is there going to be increased or decreased demand for workers?
 - b. What are the professional development and promotion possibilities?
5. What do you like and dislike about this career field?
6. What is the typical income made by people in this field, both at the entry level and later? Are people paid wages, salaries, or commissions?
7. What are typical benefits, such as medical insurance and retirement plans, in this kind of business?
8. What kind of training and experience is best to succeed in this work?
9. Do people find it manageable to work and raise children at the same time in this kind of work?
10. Are there summer or part-time jobs that one can do to get experience in this career?
11. Are there internship opportunities through universities or other schools so that one can learn and work at the same time?
12. If you had the opportunity to choose a new career, would you enter this field of work again? Why?/Why not?

SOURCE:

Eddie Bennett
School Counselor
Sentinel High School
901 South Ave. West
Missoula, MT. 59803

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
Responsive Services
- System Support

PATHWAYS TO EXCELLENCE

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL- EDUCATIONAL - CAREER

APPLICATION:

PURPOSE: To provide a support program for identified at-risk youth.

GRADE LEVEL: 9-10

GROUP SIZE: 12-18

TIME: One semester

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to course outline.

SUMMARY:

The purpose of the PATHWAYS At-Risk program at Billings West High school is to help students identify and remediate factors, attitudes, and behaviors which contribute to their academic underachievement.

The program is designed to meet one period three times per week-- Monday, Wednesday, and Friday. Tuesday and Thursday will be a scheduled study hall.

RATIONALE:

Increased academic requirements and a more strict attendance policy place a significant number of students at risk for dropping out of high school prior to graduation. Many leave when they become 16.

Twenty credits are now required to graduate from the Billings Schools. A 10-day attendance policy has also been instituted. Thus, support and intervention for identified high-risk youth who are potential school drop-outs are needed. Common indicators are low grades, excessive absenteeism, uninvolvement, low commitment to academics, and low self-esteem.

Conservatively, 50 students in Grades 9 and 10 have been identified as high-risk for dropping out. Implementation of a program targeted specifically for this age group is especially critical. High school drop-outs are unskilled and inadequately prepared for their futures--vocationally, personally, and academically.

The highly structured nature of the proposed program utilizes the powerful effects of group dynamics and social learning. Bonding, cohesiveness, and peer pressure, can lead to changes which are positive and genuine. This approach is far more effective than individual sessions with counselors, deans, teachers, and parents--regardless of how convincing, kind, well-meaning, or encouraging these sessions were meant to be.

Such a program is a highly efficient use of the school counseling staff. Counselors can utilize their particular skills and areas of expertise to teach affective education in a group setting.

Finally, support programs for high-risk youth are cost effective to administer and positively impact school funding due to increased ANB monies as students complete the traditional twelve years of education.

SELECTION CRITERIA:

1. Students will be enrolled in the regular education program.
2. Student progress reports will indicate academic underachievement and a pattern of low grades.
3. Students progress reports will indicate excessive absenteeism.
4. Student scores on the Coopersmith Self Concept Test will indicate:
 - Low self-esteem
 - Powerlessness
 - Lack of internal motivation
 - Inability to delay gratification
 - Poor problem solving skills
 - Walker Behavior Checklist--to be completed by teachers

5. Student interview with counselor will reveal:

Inability to state fully formulated personal goals.

Difficulty in articulating sense of personal responsibility.

A sense of passivity and discouragement.

A generalized sense of alienation and uncertainty regarding future plans.

CONTENT AREAS:

Time management and personal organization

Study skills:

Notetaking

Concentration

Effective textbook reading

Preparing for tests

Procrastination

Self-awareness and self-concept building

Goal setting

Communication skills

Stress management

Career resource and guidance information

Learning styles

Chemical dependency in self and others

Decision making

METHODS OF DELIVERY:

Lecture, resource persons, videos, role playing, written activities and assignments, group process, experiential activities, and on-going evaluation.

COURSE OUTLINE:

Weeks 1 and 2

Emphasis is on the purpose and focus of the Pathways program. The initial session will establish trust, rapport, and facilitative interaction among group members. Sessions will begin with personal positive affirmations and close with summary of purpose and principles covered during the hour. The development of self-awareness and self-confidence will be reinforced continually.

Students will complete surveys and checklists for pre-testing. The video: "Be A Winner" (Pleasantville Media) will be shown.

Weeks 3 and 4

Emphasis will begin with goal setting and decision making. Students will discuss, write down, and visualize the formulation, realization, and completion of immediate, short, and long-term goals. Students will learn as a group and individually the 5-step decision making model. The video: "Let's Talk About Responsibility" will be shown.

As a further outcome of increased self-awareness, students will explore and identify their learning styles.

A resource person on Learning Styles will meet with the class.

Weeks 5 and 6

Study skills concepts and personal time management will be introduced. Course content will include notetaking, concentration, "reading versus studying," test preparation, and SQR3.

Goal setting and decision making skills will be reinforced through discussion, visualization, and in written form. Procrastination will be explained and discussed.

Resources used include the video: ASCD Videos on Study Skills, a student panel on time management, and a teacher panel on time management.

Weeks 7 and 8

Sessions will introduce concept and skill-building in the area of stress management. Knowledge of holistic health, personality types, and specific techniques to deal with stress will be reviewed. Relaxation techniques will be introduced.

Importance of internal rather than external focus of control, personal responsibility, and decision making will be discussed. Study skills material will be reinforced and monitored.

Weeks 9 and 10

This is the end of third quarter. Group process, checklists, experiential activities, and program evaluation will assist students review and process the preceding 9 weeks. Grades, attendance, homework and class assignments will be reviewed on an individual basis with counselors. Students will self-report on their experience.

Communication skills will be introduced. Role playing, modeling, rehearsal, and assertive communication with others will be discussed. The video: "PERSON TO PERSON: Learning to Communicate" (Pleasantville Media) will be shown.

Weeks 11 and 12

On-going activities will reinforce the concepts described in early weeks of the program.

Family dynamics, family communication, and dealing with family problems will be introduced. Communication skills, active listening and identification of problem ownership will be reviewed. The video: "LIVING WITH TROUBLE: Crisis in the Family" is used. Resource persons are invited as guest speakers - Rimrock Foundation and district school Psychologist.

Week 13 and 14

Career resource and career guidance information will be introduced. Components of career planning, interests, values, aptitudes, and abilities will be identified. Material and role playing for job interviews and writing a resume will be covered. The connection between education and work will be emphasized. The video: "JOBS FOR THE 90's" is used and resource persons from state employment service are invited as guest speakers.

Weeks 15 and 16

Personal and academic progress will be monitored. Students will review, demonstrate, and continue to utilize decision making skills, stress management skills, and study skills.

Students will develop an educational plan for their remaining high school years. Individual and group input and feed back will be a part of this planning process. The video: "MAKING DECISIONS: You Can Learn How" is shown. Graduate counseling students will assist in group facilitation.

Weeks 17 and 18

The group will prepare to formulate long-term goals. Individual interviews with counselors will be scheduled. Checklists and post-test surveys will be completed. Skills and concepts will be reviewed, visualized, rehearsed, modeled, and utilized. Program evaluation is completed.

SOURCE:

Nancy Ferguson
School Counselor
Billings West High School
2201 St. Johns Ave,
Billings, MT 59102

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

FRIEND

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To give high school students the opportunity to be a positive role model and friend to elementary students.

GRADE LEVEL: 9-12

GROUP SIZE: NA

TIME: 6 weeks, 30 min. each week

SPACE REQUIRED: NA

MATERIALS NEEDED: Interest Inventory, parental letter and permission form.

SUMMARY:

The FRIEND (acronym for Finding Respect In Every New Day) Program was designed to help fifth and sixth grade boys and girls in the Wyomissing Elementary School develop leadership skills, gain self-confidence, and enhance their self-esteem.

The primary purpose of the program was to provide the youngsters with the opportunity to form a positive and trusting relationship with an eleventh grade student in the Wyomissing Area High School. The high school students involved took on a myriad of roles, such as: teacher, teammate, counselor, friend, and confidant.

The program, devised by the elementary counselor and the elementary principal, was intended to help students who displayed aggressive and/or passive behavior in the classroom, on the playground, in the cafeteria, and also students whose achievements were not commensurate with their ability. These students had a poor self-image and lacked self-confidence. Most students were unpopular with their peers and displayed poor work habits and study skills. All the students in the program were from either single parent homes, or households with two working parents.

Parents of these students were contacted by the elementary counselor to discuss their child's behavior and discuss the benefits of the FRIEND Program. Written permission was requested from the parent before the child could participate in the program.

The high school principal asked eleventh graders to volunteer their time to participate in such a program. The volunteers were screened by the high school principal. The names of the approved high school candidates and their study hall schedules were forwarded to the elementary counselor and principal.

The volunteers met with the elementary counselor and principal to discuss their roles, confidentiality, and goals of the FRIEND Program. Initially, they were instructed to limit their activities with their LITTLE FRIEND to school grounds and school hours.

Matching the youngsters with the BIG FRIEND was of utmost importance. The matches were based on two primary criteria: interest, including hobbies and leisure time activities; and personalities, including such traits as introvert, extrovert. BIG FRIENDS had to have study halls, so that they could be available for a forty-five minute period one day a week during the school day. They also had to have transportation to the elementary school.

An elementary interest inventory was developed by the elementary counselor to provide the high school volunteers with information including: demographic history, academic interests, and leisure time activities. This inventory was completed by the fifth and sixth graders to be involved in the group. The BIG FRIEND read each of the inventories and chose a youngster he or she felt would be compatible. After the choice was made, the initial meeting was held for the FRIENDS to be introduced.

The elementary counselor and elementary principal decided to have the groups meet for six consecutive weeks, one day a week for a thirty-minute period. After six sessions, an assessment of the effectiveness of the program was made by the LITTLE FRIENDS, elementary principal, and elementary counselor.

During the six weeks, a variety of activities took place including: tutoring in academic areas, teaching sport skills, reading together in the school library, and holding discussions on world events or personal problems.

After the first six weeks, each matched pair wanted to continue the established relationship. Both groups made plans to extend their relationships into the summer months, whenever possible, and into the following school year. As these relationships blossomed, activities were extended beyond school hours. For the after-school periods both groups were advised to seek parental permission. Those after-school activities included attending a high school band concert or play, playing hockey or basketball, jet-skiing or boating, jogging, visiting a museum, or an ice cream parlor, etc.

The benefits derived from this program for both groups were numerous. BIG FRIENDS reported they viewed themselves as accepting and helping people, who influenced the development of the child's self-esteem. They felt this experience better prepared them to consider making a career choice in the field of human services. Teachers reported that LITTLE FRIENDS were better able to concentrate, cope better with failure, and become more sociable with their peers. Overall, FRIENDS was a highly successful program!

SOURCE:

PIC Newsletter (May/June 1986)
MarCo Products, Inc.
P.O. Box 1052
Doylestown, PA. 18901

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
• System Support

The FRIEND program was submitted by Anne Pettinato, an elementary counselor at Wyomissing, PA.

WYOMISSING AREA
SCHOOL DISTRICT
Elementary Division

Dear Parents:

Your child has been recommended to participate in the FRIEND (acronym for Finding Respect In Every New Day) Program.

The primary purpose of the program is to provide the youngsters with the opportunity to form a positive and trusting relationship with an eleventh grade boy or girl in the Wyomissing Area High School. The high school person involved takes on a myriad of roles including: teacher, teammate, counselor, friend, and confidant.

The Big Friends will meet with their Little Friends for 30 minutes, one day each week. Interaction between Friends will take place within the confines of the school. If any activities between Friends have been planned for after-school times, the Big Friend will contact you and request your permission for your child to participate in the event.

Please sign the attached permission form so your child may participate in this program.

If you have any questions please contact me at 378-9441. Thank you for your cooperation.

Sincerely,

Elementary School Counselor

My child _____ may participate in the FRIEND Program.

(Date)

Signature of Parent/Guardian

INTEREST INVENTORY

Name _____ Grade _____

Address _____ Phone _____

Parents' Names _____

I am happy when _____

I feel afraid when _____

If I could change, I would be _____

I get angry when _____

When I am alone, I _____

I like people who _____

I really enjoy _____

I worry about _____

I wish I hadn't _____

I don't understand why _____

Something that bothers me is _____

On weekends I like to _____

On weekends I don't like to _____

One of the happiest days of my life was _____

My favorite place to be is _____

I look forward to _____

My idea of a good time is _____

I wish people wouldn't _____

The worst thing that ever happened to me _____

MAKE A DIFFERENCE

POLSON MINI-CAMPS

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL

APPLICATION:

PURPOSE: To bring together teenagers and professional resources, in a 3 day camp setting, to encourage student commitment to a healthy lifestyle.

GRADE LEVEL: 6-12

GROUP SIZE: 90 people

TIME: 3 days

SPACE REQUIRED: Camp facilities

MATERIALS NEEDED: Publicity, application and permission forms, Facilitators Training materials, student notebooks, T-shirts, and materials for workshops and general sessions.

SUMMARY:

Polson School District sponsors two mini-camp programs each year for grades 6-8 and grades 9-12. We have just completed our 3rd year of the program. The camps are funded through the Drug Free Schools Program and are organized and administered by district staff. The 90 participants are comprised of approximately 30-40 Polson students, 30-40 students from area schools, and 12-15 adult staff. The camp has been held at an area church camp, which is complete with cabins, meeting halls, and dining facilities. All meals are prepared by the church staff.

MINI-CAMP PURPOSE:

The purpose of the Mini-Camp is three-fold:

1. To bring together teenagers and professional resources to share information about substance abuse and related life problems.
2. To provide training in communication skills, problem solving and adolescent problems (i.e., suicide, addictions, self-esteem, peer pressure, sexuality).
3. To encourage students to make a commitment to a healthy life style.

The program was originally modeled after the Montana Teen Institute of the Center for Adolescent Development in Helena. However, we have made modifications to the model and have a program that is strongly supported by our students, staff, administration and community.

MINI-CAMP FORMAT:

During the mini-camps the students receive information and actively engage in activities through general sessions and workshops. These sessions and workshops address self-esteem, communication skills, addictions, dysfunctional families, goal setting, decision making, and healthy relationships. All students participate in a small group (support group format), where they have the opportunity to process their feelings and develop a close bond with the other members. Each group is facilitated by an adult and a student leader. Group sizes range from 7-9 individuals.

FACILITATOR'S TRAINING:

The small group leaders receive special training prior to the camp. This "Facilitators' Training" is conducted by the district counselors, during a school day, 1-2 weeks before the actual camp. The training covers group facilitation skills and the small group format (see attached format). The small groups are intended to provide support, not therapy. A process for referring potential problems or concerns is clearly delineated with trained professionals on staff. The facilitators training has allowed the small group sessions at camp to be meaningful experiences. The participants have always rated the small groups as their "favorite part". The Facilitator's Training Agenda is briefly outlined.

FACILITATOR'S TRAINING

8:15- 8:30 a.m.	Breakfast
8:30- 8:40 a.m.	Welcome & Expectations
8:40- 8:55 a.m.	Getting Acquainted
8:55- 9:15 a.m.	Overview of Mini-Camps
	Purpose-Agenda-Responsibilities
9:15- 9:55 a.m.	Small Group Session #1
9:55-10:10 a.m.	Break
10:10-10:20 a.m.	Confidentiality Review & Referral
10:20-11:20 a.m.	Group Facilitator Skills
11:20-11:50 a.m.	Small Group Session #2
11:50- 1:00 p.m.	Lunch
1:00- 1:30 p.m.	Group Facilitator Skills
1:30- 2:00 p.m.	Small Group Session #3
2:00- 2:15 p.m.	Small Group Session #4
2:15- 2:30 p.m.	Break
2:30- 3:00 p.m.	Small Group Session #5
3:00- 3:30 p.m.	What if's

Adult facilitators are chosen for their rapport with and expressed concern for students. They may include teachers, counselors, administrators, school board members, and community members. The student facilitators are chosen from 11th and 12th graders, who have previously been active in the Drug Free Programs or the Peer Counseling Program.

Student participants are chosen from the various "groups" within our student population, as an attempt, to break down existing barriers. Cost for the Polson students to attend is \$10 (for T-shirts). The district pays the remainder of the fees. Total cost per student averages between \$60 and \$70. This includes camp expenses, substitute pay, the Facilitators' Training, the dance, T-shirts, materials and misc. fees. Students receive camp notebooks with information and handouts, T-shirts with the camp logo (The logo changes each year), and personal journals.

The mini-camp program has been enthusiastically received by our district and student population. Students have indicated that the camp experience made a significant impact on their current decisions. Overall the camps have made a positive impact on the school climate at our middle school and high school.

Planning for the Mini-Camps is an extensive project and actively begins two months in advance. It would be impossible to include all the materials and information relevant to the Mini-Camp in this brief overview. If you wish to receive additional information and samples of forms, please contact the source listed.

SOURCE:

Sherry Jones
School Counselor
Polson High School
111 4th Ave. East
Polson, MT. 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

SMALL GROUP SESSIONS POLSON MINI-CAMPS

SESSION I....."Building Trust"

Ground Rules

Introductions: Pairing Activity

Members are paired, and are asked to tell their life stories to their partner in 2 minutes. The partner introduces the member to the group.

Journal and Discussion:

"Why I came to camp....."

"What I hope to gain....."

"What my fears are....."

Closure: Hugs, handshakes, etc.

SESSION II....."Addictions"

Journal and Discussion:

1. How has your life been touched by addiction? e.g., family ,friends, self?

2. How will your use differ from your parents, siblings and friends?

3. How will you know if you have a problem? What steps will you take to deal with it?

Feelings Chart/Scale

Closure: Hugs, handshakes, etc.

SESSION III....."Who Am I?"

Journal and discussion: Feelings Chart/Scale

Unfinished business....."Does anyone have any unfinished business that you would like to address before we go on to the next topic?"

Rock Sculpture Activity: Have group members

1) Select a rock that is symbolic of their physical and personal characteristics.

2) Describe their rock to the group

3) Place their rock in a "rock sculpture" and explain their reason for placement..

Closure: Hugs, handshakes, etc.

SESSION IV....."Gotcha"

Journal and discussion: "What did Gotcha mean to you?"

"What are you going to do about it?"

Feelings Chart/Scale

Candles are available for this session, if you wish to use them.

SESSION V....."Saying Good-Bye"

Feelings Chart/Scale

Journal and discussion: What this group has meant to me".

"What my thoughts are upon leaving".

"Friendship Bracelet" Activity



HIGH SCHOOL
MINI CAMP
1992

Thursday, March 12

5:00 p.m.	Registration
6:00 p.m.	Dinner
7:00 p.m.	Welcome/Introduction/Expectations
8:30 p.m.	Small Group—Session #1
9:30 p.m.	Cabin Meetings
10:30 p.m.	Lights Out

Friday, March 13

8:00 a.m.	Breakfast
9:00 a.m.	Workshop
10:00 a.m.	General Session: "Addictions"
11:00 a.m.	Small Group—Session #2
12:00 Noon	Lunch
1:00 p.m.	General Session: "Dysfunctional Families"
2:00 p.m.	Recreation
2:30 p.m.	Workshop
3:30 p.m.	Small Group—Session #3
4:30 p.m.	Recreation
5:00 p.m.	Dinner
6:00 p.m.	Workshop
7:00 p.m.	General Session: "Gotcha"
8:00 p.m.	Small Group—Session #4
9:00 p.m.	Dance
12:00 p.m.	Lights Out

Saturday, March 14

8:30 a.m.	Breakfast
9:30 a.m.	Workshop
10:30 a.m.	Small Group—Session #5
11:30 a.m.	Recreation
12:00 Noon	Lunch
1:00 p.m.	General Session: "Choices"
2:00 p.m.	Checkout

The workshops will cover the following topics: Communication Skills, Relationships, Suicide and Making Choices.

PALS

Peer Assistance and Leadership

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To help students deal with problems they encounter.

GRADE LEVEL: 11-12

GROUP SIZE: 10-12

TIME: 1 period for 2 years

SPACE REQUIRED: Classroom

MATERIALS NEEDED: See references listed below.

SUMMARY:

PALS - Peer Assistance and Leadership is a peer training program taught at Whitefish High School. Students must be a junior to be eligible for the PAL program. A few highly qualified sophomores may be considered for the program. Each applicant must complete an application form as well as initiating three teacher and one community evaluation forms. (See attachments) They must also have parental permission to participate. When these forms are completed, the applicant will undergo a personal interview with the PAL coordinators.

After acceptance, 10 to 15 PALS embark upon a semester long training process. The group will meet daily and receive credit for the class. The training course outline is attached.

After training, PALS will put their skills into practice. They will have scheduled time in their school day in which they may choose how best they can put their skills to use. The group meets once a week for ongoing training, follow-up and to process their own issues as they arise.

Students accepted must be willing to commit to the program for not only the remainder of the current school year, but for a portion of the following school year.

RESOURCES:

Danish, Steven J. and Hauer, Allen L. (1973) *Helping Skills: A Basic Training Program*. Behavioral Publications, New York.

Johnson, Helen. (1986) *How Do I Love Me?* Sheffield Publishing Co., Salem, Wisconsin.

Myrick, Robert D. and Erney, Tom. (1984) *Caring and Sharing: Becoming a Peer Facilitator*. Educational Media Corporation, Minneapolis, Minnesota.

Myrick, Robert D. and Erney, Tom. (1985) *Youth Helping Youth: A Handbook for Training Peer Facilitators*. Educational Media Corporation, Minneapolis, Minnesota.

Painter, Carol. (1986) *Curriculum Guide for Peer Counselor Programs*. Flagstaff Unified High School, Arizona.

Tindall, Judy A. and Gray, H. Dean. (1985) *Peer Power: Becoming an Effective Peer Helper*. Accelerated Development Inc. Muncie, IN

PALS CURRICULUM OVERVIEW

- Unit 1. Overview: PALS Training Program
- Unit 2. Introduction to the Program
Exploring Helping Behaviors
- Unit 3. Self-Esteem Building:
Can't share it if you haven't got it!
- Unit 4. Attending: The First Skill
- Unit 5. Empathy: The Second Skill
- Unit 6. Clarification/Summarization: The Third Skill
- Unit 7. Questioning: The Fourth Skill
- Unit 8. Genuineness: The Fifth Skill
- Unit 9. Assertiveness: The Sixth Skill
- Unit 10. Confrontation: The Seventh Skill
- Unit 11. Problem Solving: The Eighth Skill
- Unit 12: Putting PALS into action

Please contact Bob Lawson at Whitefish High School for a complete informational packet.

SOURCE:

Bob Lawson
School Counselor
Whitefish High School
600 East Second St.
Whitefish, MT 59937

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
- Responsive Services
System Support

PAL APPLICATION

NAME _____

ADDRESS _____

Please explain why you would like to participate in the PAL program.

Please describe the qualities you possess which you feel would serve to make you a great PAL.

Please have your parent/guardian describe why they think you would be a great PAL. Also ask them to write how they would support you in this program.

Parent/Guardian Signature

Date

PAL APPLICANT
TEACHER RECOMMENDATION FORM

NAME _____ DATE _____

This student is making an application for a position as a PAL (Peer Assistance and Leadership). Please evaluate this student in each of the categories listed below. This will remain confidential and will be used only to assist in the selection of the best applicants for the program. After you have filled this out, please return to Mr. Lawson.

RATING SCALE: 4 - Excellent 3 - Good 2 - Fair 1 - Poor

- | | | | | |
|--|---|---|---|---|
| 1. How dependable is this student in meeting responsibilities? | 4 | 3 | 2 | 1 |
| 2. How maturely does this person deal with his or her own problems? | 4 | 3 | 2 | 1 |
| 3. How is this student's ability to listen and understand others? | 4 | 3 | 2 | 1 |
| 4. How honest is this person? | 4 | 3 | 2 | 1 |
| 5. Does this person show flexibility in adjusting to new situations? | 4 | 3 | 2 | 1 |
| 6. Does this student demonstrate strong self esteem and self confidence? | 4 | 3 | 2 | 1 |
| 7. Does this person show strong potential for leadership? | 4 | 3 | 2 | 1 |
| 8. Does this person show concern for and appreciation for people of diverse interests and attitudes? | 4 | 3 | 2 | 1 |
| 9. How is this person's attendance record in your class? | 4 | 3 | 2 | 1 |

Please describe how you think this person would function as a PAL.

Teacher Signature

PAL APPLICANT
COMMUNITY RECOMMENDATION FORM

NAME _____ DATE _____

This student is making an application as a PAL for the Whitefish School District. Please evaluate the student as per the questions below. This will remain confidential and will be used only to assist in the selection of the best applicants for the program. After you have completed this form, please return to Mr. Bob Lawson at the Whitefish High School. Thank you very much.

1. How do you know this student?

2. How responsible would you say this student is?

3. Does this student have good time management skills?

4. How honest is this person?

5. Does this student show concern and appreciate for people of diverse interest and attitudes?

6. How respectful is this student as you know him/her?

7. How flexible is this young adult, in handling new and different situations or conditions?

Thank you for your cooperation.

Community Member Signature Date

PEERS

A RELATIONSHIP, SKILLS AND GROWTH CLASS

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To present a peer counseling program to high risk teenagers.

GRADE LEVEL: 7-12

GROUP SIZE: 10-14

TIME: One semester

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Peer Helping Curriculum. (Many good ones are available. Steve Vaughn has developed his own, which may be purchased for \$65.00).

SUMMARY:

This program teaches students basic counseling skills through an interactive group format. The group is structured as a class which meets daily for a semester, receives pass/fail grades and regular credit. Students are expected to participate in discussions, role-plays for skill building practice, and personal growth exercises. The class is divided into three basic sections: (1) Group Building, (2) Skill Development, (3) Skill Application to Issues.

Issues are studied through the following units:

Families

Sexual Decision Making

Rape, Sexual Abuse and Other Violence

Eating Disorders

Use, Abuse, and Addiction

Loss and Change

Suicide

Skills studied include: Reflective Listening; Group Leadership; Assertion; Conflict Management; Confrontation; Refusal Skills; Crisis Intervention; Suicide Risk Assessment; and Referral. In addition to peer counseling skills application, each issue covered provides room for personal growth. In fact one of the major goals of the program is to help students identify problems and to begin working on healthy recovery rather than resorting to drug abuse as a coping mechanism.

Other than the daily class format, the most unique feature of PEERS is the acceptance of nearly all students who wish to participate in the class. Most other peer programs (Natural Helpers, Barbara Varenhorst's Peer Counseling program, M.T.I. and T.I.P., etc.) select students on the basis of some criteria which makes them suited to lead or provide positive models for others. The approach taken in PEERS teaches that all people have positive resources to share with others, that all have "healthy and unhealthy" aspects of our personalities and that all of us can change and grow. PEERS is based on an educational and humanistic psychology approach. Materials and exercises for the class have been adapted from the work of Virginia Satir, Neuro-Linguistic Programming, Family Counseling Theory, and personal experience. Please contact Steve Vaughn for additional printed material and information.

SOURCE:

Stephen Vaughn
School Counselor
Baker High School
P.O. Box 659
Baker, MT 59313

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

PEER COUNSELING

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To provide a peer training and support program to students at Polson High School.

GRADE LEVEL: 11-12

GROUP SIZE: 10-15

TIME: Two semesters

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Refer to summary.

SUMMARY:

Peer counseling at Polson High School is a structured, experiential program in peer facilitation. The course is designed to help students enhance their skills in communication, decision making, group process, leadership and advisement. First semester, students are trained through a structured course. Second semester, students practice their new skills through various settings - individual, group and classroom activities at all district levels.

This is the sixth year of the Peer Counseling Program at Polson High School. The program has evolved over the years and is an important component of the Guidance Department. Many resources have been utilized in developing the present curriculum. Over the years I have reviewed and evaluated several good programs, but none offered the "ideal" program for our situation. Consequently the curriculum I use is an adaptation of several. I find it helpful to use a student text which reinforces the concepts taught in the class. A variety have been used in the past from *Friends Helping Friends* by Carol Painter to *Caring and Sharing* by Robert Myrick. For the 1992-93 school year I have selected a new text by Robert Myrick and Betsy Folk, *Peervention: Training Peer Facilitators for Prevention Education*.

Students receive credit for the course, therefore the class is conducted with a strong educational component. Course grades are based on:

NOTEBOOK: Students are required to keep a notebook of all written assignments.

PARTICIPATION: Since this is an activity oriented class, students are graded on participation. Active listening is an important part of class participation.

SPECIAL PROJECTS: Special written assignments are given and graded separately from the notebooks.

CLASS REPORT: Students select a peer counseling topic, research and lead a class discussion on it.

ACTIVITY POINTS: Students are encouraged to accrue activity points (which becomes part of their cumulative grade). Activity points are given for:

Reading a book, magazines or articles related to counseling topics and making a written report.

Viewing an educational documentary on related topics and writing a summary.

Keeping a daily journal of thoughts, feelings and reactions.

Visiting social service agencies or other community resources and summarizing the visitation.

The curriculum covers Self-Awareness, Self-Esteem, Communication Skills (Attending, Reflective Listening, Questioning, "I" Statements, Empathy, Clarifying, and Confronting), Assertiveness Training, Conflict Resolution, Problem Solving, Goal Setting, Making Referrals and Specific Topics (Stress Management, Eating Disorders, Substance Abuse, Suicide, Aids, Date Rape, and Sexual/ Physical Abuse).

Following this summary is an overview of the Peer Counseling Program given as a handout to students. The handout explains the procedure for selection, application, training and placement. Due to space, the student application and teacher evaluation form are not attached. However, these may be obtained, as well as, additional information by contacting me.

SOURCE:

Sherry Jones
School Counselor
Polson High School
111 4th Ave. East
Polson, MT 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

POLSON HIGH SCHOOL PEER COUNSELING PROGRAM

The idea of friends helping friends is as old as time. What is a relatively new idea, though, is teaching helping and communication skills to young people so that they are able to be more effective friends and helpers. Students listen to other students. A peer counseling program allows us to harness the power of positive peer influence. The purpose of the Peer Counseling Program is two-fold:

- 1) To teach communication and helping skills to a select group of students, so that they will be better able to help their friends and peers.
- 2) To expand the type of supportive services available to students in the Polson School District.

SELECTION

Students will be selected as peer counselors based on their ability to relate well with peers and adults. Equally important are such characteristics as responsibility, maturity, common sense, genuine interest in others, and the ability to follow through on projects. Students' cumulative credits, grade point average, and attendance is also taken into consideration. A minimum 2.0 cumulative G.P.A. is required to apply.

APPLICATION

To apply for the program students must be a junior or senior by the fall of 1992. They must complete and return the attached application form and distribute the teacher evaluation forms to three of their teachers. The teachers will complete the evaluation form and return it directly to the guidance office.

TRAINING

Selected peer counselors will be enrolled in the Peer Counseling Class for fall semester of 1992. The class meets daily during a scheduled time and is awarded 1/2 elective academic credit. The peer counselors are trained in helping, listening, communication, assertiveness, conflict resolution and problem solving skills. Training will also cover such topics as group leadership, chemical dependency, children of alcoholics, suicide prevention, grief, rape, families, divorce, stepfamilies, eating disorders, family violence, sexual abuse, teenage pregnancy, AIDS and STDS.

PLACEMENT

Second semester, the students will be scheduled for a Peer Counseling Lab, just like a regular class. However, the period will vary for each student. The entire Peer Counseling group will meet periodically before or after school, or during lunch to access and monitor student placements and programs. Students will receive 1/2 elective academic credit for the Peer Counseling Lab.

Peer counselors will work with other students in one or more of the following ways during their second semester Peer Counseling Lab:

Elementary "Special Friend" Program: Each peer counselor is matched with an elementary student who has been referred by a teacher, counselor, or parent. As with all peer counselor placements, the elementary students are given the option as to whether or not they want to participate. The peer counselor and "special friend" meet once a week at the elementary school for discussion and activities designed by the peer counselor to meet the needs of the elementary student.

Middle School/ High School Special Placement Program: Each peer counselor is matched with a student in the Special Education Program in the middle school or high school. The peer counselor and the student meet once a week for discussion and activities designed by the peer counselor to meet the needs of the student.

Elementary Classroom Presentations: Teams of two or three peer counselors lead classroom guidance presentations in the elementary grades on such topics such as self-esteem, feelings, communication, and friendship. Peer counselors prepare the materials under the supervision of the elementary school counselor.

Transition To High School: In the spring, teams of three or four peer counselors give presentations in the eighth grade classrooms to prepare the students for the changes they will experience in the high school setting.

Support Group Programs: Peer counselors will help facilitate a support group under the direct supervision of a school counselor. The groups will meet once every week, for usually 8-10 weeks, and will cover such topics as divorce, grief, chemical dependency, etc.

Mini-Camp Student Leaders: Peer Counselors will help organize and run the High School and Middle School Mini-Camp Programs planned each year in the spring.

Middle School/ High School Tutorial Program: Peer Counselors will be paired with students requesting tutorial assistance.

Individual Referrals at the High School/Middle School: Students may self-refer or be referred by a parent, teacher or counselor for individual work with a peer counselor. The placement will be monitored by a school counselor. If referrals are made by someone other than the students themselves, they are invited to work with a peer counselor, but they are always given the option on whether or not to accept.

New Student Buddy Program: When new students enroll, peer counselors will help orient and introduce them to Polson High School.

All programs and placements, with the exception of the new student buddy program, are implemented during second semester. The new student buddy program will be utilized at any time during the year, as needed.

A peer counselor has the opportunity to be a positive, supportive influence in the lives of many other students. As importantly, peer counselors usually find what they learn about themselves during the training and as they work with other students enhances their ability to relate with others in new and exciting ways.

Sherry Jones
Peer Counselor Advisor

AT-RISK ASSESSMENT

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To provide a process for identifying and intervening with students at-risk.

GRADE LEVEL: 9-12

GROUP SIZE: NA

TIME: NA

SPACE REQUIRED: NA

MATERIALS NEEDED: At-Risk Handouts

SUMMARY:

Bozeman Senior High School has developed a process for identifying possible at-risk students. The district has established evaluation criteria for potential at-risk students, grades 9-12. Teachers and counselors systematically review their records and transcripts to identify any students who meet the identified criteria. The counselors meet with the students deemed "at-risk" and proceed with the following options:

- 1) Continued individual conferences
- 2) Students and parent conferences
- 3) Child Study Team approach involving parents and teachers

A list of "at-risk" students is compiled by each counselor and submitted to the building administrator. Following is an overview of the evaluative criteria identified for "at-risk" students per grade level.

SOURCE:

Guidance Department
Bozeman High School
205 No., 11th Ave.
Bozeman, MT 59715

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

The staff at Bozeman Senior High School, in conjunction with the OTE project has determined six major characteristics for identifying students at risk. Using these characteristics as a basis, the following definition for an "At Risk Freshman", "At Risk Sophomore", "At Risk Junior", and "At Risk Senior" has been developed.

★★

FRESHMEN - "AT RISK"

An "AT RISK" FRESHMEN is defined as:

- any freshman with less than 1 full credit in English, mathematics, or science.
- OR
- Any freshman exhibiting two (2) or more "At Risk" characteristics

The following is an explanation of the six (6) categories used:

CATEGORY A - OVERAGE

A student was categorized as "overage" if he/she is at least two years older than the average student in that class.

CATEGORY B - CUMULATIVE GRADE POINT AVERAGE < 1.00

Any student who cumulative grade point average is presently less than 1.00 is included in this group.

CATEGORY C - LESS THAN 1 FULL CREDIT OR EQUIVALENT IN ENGLISH, MATHEMATICS, AND/OR SCIENCE AT THE COMPLETION OF THE EIGHTH GRADE.

Any student who comes to the high school with less than 1 full credit in any of the above three courses is included in this category.

CATEGORY D - TRANSFER STUDENTS

Any transfer student whose transcript indicates that the student is having difficulties is included in this category.

CATEGORY E - ATTENDANCE CONCERNS

Any student who has, during the past year, been truant for more than one day.

★★

SOPHOMORES - "AT RISK"

An "At Risk" SOPHOMORE is defined as:

- any sophomore with less than 1 full credit in English, mathematics, or science
- OR
- Any sophomore exhibiting two (2) or more "At Risk" characteristics

The following is an explanation of the six (6) categories used:

CATEGORY A - OVERAGE

A student was categorized as "overage" if he/she is at least two years older than the average student in that class.

CATEGORY B - CUMULATIVE GRADE POINT AVERAGE < 1.00

Any student whose cumulative grade point average is presently less than 1.00 is included in this group.

CATEGORY C - LESS THAN 1 FULL CREDIT IN ENGLISH, MATHEMATICS, AND/OR SCIENCE AT THE COMPLETION OF THE NINTH GRADE.

Any student who comes to the high school with less than 1 full credit in any of the above three courses is included in this category.

CATEGORY D - FAILURE OF ANY COURSE REQUIRED FOR GRADUATION (BEYOND THE THREE COURSES FROM CATEGORY C).

In addition to the above three courses, students also need credits in physical education, vocational education, social studies, and fine arts. Any incoming sophomore who failed one or more of the classes as a freshman is included in this category.

CATEGORY E - TRANSFER STUDENTS

Any transfer student whose transcript indicates that the student is having difficulties is included in this category.

CATEGORY F - EXTRA-CURRICULAR ACTIVITIES INVOLVEMENT

There are no records of student activity involvement for this year's sophomore class. Therefore, this category was not considered for this class.

★★

JUNIORS "AT-RISK"

An "At Risk JUNIOR" is defined as:

- any junior exhibiting two (2) or more "At Risk" characteristics

The following is an explanation of the six (6) categories used:

CATEGORY A - OVERAGE

A student is categorized as "overage" if he/she is at least two years older than the average student in that class.

CATEGORY B - CUMULATIVE GRADE POINT AVERAGE < 1.00

Any student whose cumulative grade point average is presently less than 1.00 is included in this group.

CATEGORY C - LESS THAN 1 FULL CREDIT IN ENGLISH, MATHEMATICS, AN/OR SCIENCE BY THE COMPLETION OF THE NINTH GRADE.

Any student who comes to the high school with less than one (1) full credit in any of the above three courses is included in this category.

CATEGORY D - FAILURE OF ANY COURSE REQUIRED FOR GRADUATION (BEYOND THE THREE COURSES FROM CATEGORY C).

In addition to the above three courses, students need credits in physical education, vocational education, social studies, and fine arts and additional credits in English, mathematics, and science. Any junior who failed one or more of these types classes is included in this category.

CATEGORY E - TRANSFER STUDENTS

Any transfer student whose transcript indicates that the student is having difficulties is included in this category.

CATEGORY F - EXTRA-CURRICULAR ACTIVITIES INVOLVEMENT

Any student who was not involved in at least one activity was included in this category. (Note: this category was self-reported)

★★

SENIORS "AT RISK"

An "AT RISK SENIOR" is defined as:

- any senior exhibiting two (2) or more "At Risk" characteristics

The following is an explanation of the six (6) categories used:

CATEGORY A - OVERAGE

A student is categorized as "overage" if he/she is at least two years older than the average student in that class.

CATEGORY B - CUMULATIVE GRADE POINT AVERAGE <1.00

Any student whose cumulative grade point average is presently less than 1.00 is included in this group.

CATEGORY C - LESS THAN 1 FULL CREDIT IN ENGLISH, MATHEMATICS, AN/OR SCIENCE BY THE COMPLETION OF THE NINTH GRADE

Any student who comes to the high school with less than one (1) full credit in any of the above three courses is included in this category. However, any senior who had this as the only characteristic is not considered "At Risk".

CATEGORY D - FAILURE OF ANY COURSE REQUIRED FOR GRADUATION (BEYOND THE THREE COURSES FROM CATEGORY C).

In addition to the above three courses, students need credits in physical education, vocational education, social studies, and fine arts and additional credits in English, mathematics, and science. Any senior who failed one or more of these types classes is included in this category.

CATEGORY E - TRANSFER STUDENTS

Any transfer student whose transcript indicates that the student is having difficulties is included in this category.

CATEGORY F - EXTRA-CURRICULAR ACTIVITIES INVOLVEMENT

Any student who was not involved in at least one activity was included in this category. (Note: this category was self-reported).

ASSISTANCE TEAM

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To provide a process for classroom teachers to help struggling students be more successful.

GRADE LEVEL: 9 - 12

GROUP SIZE: NA

TIME: Meeting once per week

SPACE REQUIRED: NA

MATERIALS NEEDED: Assistance Team Referral Form

SUMMARY:

Helena High School's Assistance Team is trained to identify and intervene on students who are having academic difficulty in school. The Team consists of an administrator, counselor, school nurse, special education teacher and three classroom teachers. The Assistance Team meets once a week to discuss students who have been referred by teachers, parents, or administrators as having difficulties in class.

The Assistance Team Referral Form is used to obtain information from the student's teachers. The Team meets to review the information compiled and to determine a plan of action. Options may include:

- 1) The Team may make formal referrals to Special Education, if the student appears appropriate.
- 2) The Team facilitates a meeting with all the students' classroom teachers to brainstorm strategies and share successful techniques that work (or may work) with the student.
- 3) The Team provides classroom support and assistance to the students' classroom teachers.

A copy of the Assistance Team Referral Form is attached.

SOURCE:

Beverly St. Cyr
School Counselor
Helena High School
1300 Billings
Helena, MT 59601

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

HELENA HIGH SCHOOL
ASSISTANCE TEAM REFERRAL

Name _____ Teacher _____
Date _____ Class _____ Period _____

The Assistance Team's primary focus is the academic needs of the students. We would like to provide an opportunity to brainstorm and problem solve possible interventions and techniques of dealing with underachieving and/or "at-risk" students.

Below is a checklist of behaviors. Please check the behaviors you are concerned about at this particular time and to what extent you see them as problems.

FREQUENT - behavior seen as major concern
OCCASIONALLY - behavior seen as mild concern
NEVER - has not observed this behavior

Homework/Study Habits/Academic	frequent	occasionally	never
hands in less than 75% of required homework			
starts work but seldom finishes			
seems disorganized, unorganized			
penmanship poor			
papers messy			
spelling poor			
does poorly on tests			
poor manager of time			
poor study and work habits			
excels in one area while ignoring other areas			
is erratic in work habits			
is aggressive			
low grades			
poor concentration			

Classroom Behavior/Social Interactions	frequent	occasionally	never
is compulsive talker			
is withdrawn, "into self" daydreams			
frequent tardies			
frequent absences			
seems rude, impertinent, "sassy" or brash			
seems to use manipulation to get what wants			
disrupts the classroom			

Self-Perception	frequent	occasionally	never
is argumentative, defensive about behavior			
frequent complainer about circumstances, school requirements, friends, teachers			
has unreal; expectations of future school or careers in relationship to present school performance			
seems to have many unmet "ego needs", seeks them through getting attention in unusual ways			
speaks in exaggerated, dramatic manner; puts on "airs" of being different, unusual			
demonstrates compulsive behavior			
demonstrates delinquency tendencies			
tells exaggerated wild tales			
does not interact with peers, seems to be a "loner"			
does not participate in extracurricular activities			
poor self esteem			
academic underachiever			

Please comment on back

PERSONAL SAFETY

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL

APPLICATION:

PURPOSE: To educate students about inappropriate touch and prevention of abuse.

GRADE LEVEL: K-10

GROUP SIZE: Class

TIME: 45 min. per class

SPACE REQUIRED: Classroom

MATERIALS NEEDED: Personal Safety Videos - see reference below.

SUMMARY:

The Billings Council of the National Committee for Prevention of Child Abuse has worked with the Billings and area school districts to coordinate Personal Safety units for grades K-10.

In the Billings District, the central administration Health Enhancement Department sends informational letters to all district parents about the videos and the purpose of the program. Parents are invited to attend a preview night. A request form is attached to the informational letters, that would be returned only if the parent did NOT want their child to participate in the classroom unit. Each building counselor schedules a Personal Safety Class for each classroom.

In the Lockwood District, parents are notified through the district's weekly newsletter that the Personal Safety Unit will be taught. The units are briefly described for each grade level. The Lockwood PTA has previewed and approved the videos. Each classroom is scheduled for a 45 minute session. The counselor introduces the video, leads a class discussion following the video, and practices saying No and getting away. Students are encouraged to tell an adult if someone broke the touching rule. Students are given a big sticker to wear "My Body Belongs To Me" at the end of the session. They are encouraged to wear the sticker home and tell their parents about the video. This lesson is reviewed several times a year to remind children of their rights and to know how to get help when they need it.

The following is an outline of the resources used for each grade level within the Billings and Lockwood Schools Districts.

SOURCE:

Karen DeBoer
School Counselor
Lockwood Schools
1921 Highway 87
Billings, MT 5910

SOURCE:

Janet Stevens
School Counselor
Billings Elementary Schools
3212 1st Ave. So.
Billings, MT. 59102

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

PERSONAL SAFETY RESOURCES

TEACHER TRAINING

TITLE: Identifying, Reporting, and Handling the Disclosure of the Sexually Abused Child (30 Min. VCR)

An excellent in-service training tape includes a checklist of common physical, behavioral, and family indicators of sexual abuse. Balances cautionary guidelines on over zealous reporting with a clear presentation of legal and ethical reporting responsibilities of mandated professionals. A four page master includes: a list of indicators, guidelines for reporting, and ways to respond to a disclosure immediately and in an on-going way.

SOURCE: Committee for Children, 172 - 20th Avenue, Seattle WA 98122 (202) 322-5050

GRADES K-1

TITLE: Willy Learns the Touching Rule Preschool - 1st grade (10 min. VCR)

Five year old Willy tells how he learns the touching rule from his preschool teacher, his mom and a visit to his doctor. This new knowledge is put to the test when the babysitter wants to play a secret touching game. Tailored to the attention span and interests of 3-6 year olds.

SOURCE: Committee for Children, 172 20th Ave., Seattle, WA 98122 (202) 322-5050

GRADE 2

TITLE: Better Safe Than Sorry II Primary grades 1-3 (14 min. VCR)

With a group of 5-9 year olds, TV personality Stephanie Edwards discusses 3 simple rules to help children prevent and/or deal with potential sexual abuse. Numerous situations are dramatized so children can decide how to react when confronted with dangerous situations.

SOURCE: Filmfair Communications, 10621 Magnolia Blvd., N. Hollywood, CA 91601. (818) 785-0244

GRADE 3

TITLE: Being Safe 1-3 Grades 1-3 (20 Min. VCR)

A personal safety video in which a narrator discusses the various types of abuse with a group of children in an after school program.

SOURCE: Filmfair Communications, 10621 Magnolia Blvd. N. Hollywood, CA. 91601, (818) 985-0244

GRADE 4

TITLE: Yes You Can Say No Grades 2-5 (19 Min. VCR)

David is being sexually exploited by a once trusted adult. Viewers learn with David as his friends demonstrate the components of an effective assertive response. Students share his growing sense of confidence as he learns how to handle the difficult situation as well as every day challenges at home and at school.

SOURCE: Committee for Children, 172 20th Ave., Seattle, WA. 98122, (206) 322-5050

GRADE 5

TITLE: Better Safe Than Sorry 2nd ed. Grades 4-6 (16 Min VCR)

Deals exclusively with prevention of sexual molestation by people known to the child. Three dramatizations lead to problem solving and reinforce the 4 principal themes: Say No, Get Away, Tell Someone, and Be Believed.

SOURCE: Filmfair Communications, 10621 Magnolia Blvd., N. Hollywood, CA 91601, (818) 9985-0244

GRADE 6

TITLE: Being Safe 4-6 Grades 4-6 (20 Min. VCR)

Very similar to Being Safe 1-3, just geared to an older elementary audience.

SOURCE: Filmfair Communications, 10621 Magnolia Blvd, N. Hollywood, CA. 91601, (818) 985-0244

GRADE 7

TITLE: If It Happens to You: Coping Strategies for Sexual Abuse Grades 5-8 (20 Min. VCR)

Helps young people learn to recognize abuse. Stresses their right to reject inappropriate behavior and demonstrates assertiveness techniques. A two part filmstrip on a VCR tape with a comprehensive teachers guide.

SOURCE: Sunburst Communications Inc., 101 Castleton St., Pleasantville, NY 10570, 1-800-628-8897.

GRADE 8

TITLE: A Time To Tell Grades 7-8 (VCR)

Explores the problems of sexual molestation through three dramatizations of experiences of adolescent boys. Reveals the three R's of your protection: Recognize, Resist, and Report. This film not only depicts typical molestation situations, but also provides examples of the impact they have on prospective victims' family members. Emphasizes that the victim is not to blame as well as the need to report attempted assaults to trusted adults.

SOURCE: Boy Scouts of America, 1325 Walnut Hill Lane, Irving, TX 75015- 2079.1-800-628-8897

Additional resources for Middle School Curriculum Called "Personal Safety and Decision Making"

GRADES 9-10

TITLE: Betty Safe Than Sorry III Jr/Sr High (19 Min. VCR)

Designed to teach adolescents how to avoid potentially dangerous situations with common sense rules for personal safety. Three situations presented include; a date rape, two boys approached by a coach, and a victim describing the gradual process of an incestuous relationship.

SOURCE: Filmfair Communications, 10621 Magnolia Blvd, N. Hollywood, CA 91601, (818) 985-0244

CURRICULUM RESOURCES

GRADE K-3

TITLE: Body Rights: A DUSO Approach to Preventing Sexual Abuse of Children

This curriculum kit includes a Teacher's guide, a lap easel of stories with pictures, an audio cassette of songs and stories, a DUSO dolphin puppet, activity cards for dramatic play, safety rule cards and blackline masters. A complete personal safety unit containing 5 main goals that can be further broken down into 2 modules each. Goals include learning about different touches, body ownership, assertiveness training and problem solving skills. Children learn three safety rules of self protection as well as identify support people they could go to if needed.

SOURCE: Kaplan Companies, 1310 Louisville Clemmons Rt., Lewisville, NC 27023, (919) 766-7374

GRADES 1-3 AND GRADES 4-5

TITLE: Personal Safety Curriculum Kits

Both of these kits contain ready to use, completely self contained lessons on physical abuse and neglect, sexual abuse and environmental safety. Laminated teacher's aids help children Recognize, Resist, and Report potential victimization.

SOURCE: Committee for Children, 172 20th Ave., Seattle, WA 98122, (206) 322-5050

GRADES 6-8

TITLE: Personal Safety and Decision making

Teaches young people assertiveness and decision-making techniques necessary to resist peer pressure and sexual exploitation. Group discussion, role play, and the analysis of story scenarios help the older child understand the dimensions of sexual abuse. Includes reproducible homework sheets and teacher's guide.

SOURCE: Committee for Children, 172 20th Ave., Seattle, WA 98122, (206) 322-5050

PRESCHOOL-K, GRADES 1-3, GRADES 4-5, GRADES 6-8

TITLE: Second Step Curriculum: Violence Prevention

This skill training curriculum is designed to prevent youth violence. Children are not only victims of abuse, they become perpetrators as well. Violence against others is correlated with a lack of specific personal skills: Empathy, Impulse Control, and Anger Management. Second Step:

- teaches students how to identify and predict feelings of others,
- trains them in problem solving and effective communication, and
- teaches them techniques to reduce stress and channel angry feelings in order to prevent violent reactions.

SOURCE: Committee for Children, 172 20th Ave., Seattle, WA. 98122, (206) 322-5050

SUICIDE PREVENTION

Special Program

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

Purpose: To provide a comprehensive suicide prevention curriculum for grades K-12

Grade Level: K-12

Group Size: Class

Time: On-going

Space Required: Classroom

Materials Needed: A Guide to Curriculum Planning in Suicide Prevention (available from Wisconsin Department of Public Instruction)

SUMMARY:

In 1985 the State of Wisconsin passed the Youth Suicide Prevention Statute which required all school districts to have a Suicide Prevention Curriculum in place by August 1988. "A Guide to Curriculum Planning in Suicide Prevention" was published by the Wisconsin Department of Public Instruction to help districts plan and implement their programs. The curriculum guide is intended to be used and coordinated with health curriculum, substance abuse programs and guidance programs within each district.

The Curriculum Guide includes a developmentally planned program with goals and objectives stated at each grade level. Goals focus on Self-Esteem, Feelings and Emotions, Coping Skills, Locating and Giving Help, Suicide and Depression and Personal Mental Health Plans. The guide provides a framework, in which schools have the freedom to select and adopt curriculum ideas to their specific needs.

An example of the materials found in this Curriculum Guide, has been reproduced with permission, in this publication under the High School Unit - Suicide Prevention.

SOURCE:

Wisconsin Department
of Public Instruction
125 So. Webster St.
P.O. Box 7841
Madison, WI 53707-7841

DELIVERY METHOD:

- Guidance Curriculum
Individual Planning
- Responsive Services
System Support

CRISIS INTERVENTION

SPECIAL PROGRAM

CONTENT AREA: PERSONAL - SOCIAL

APPLICATION:

PURPOSE: To develop a district wide program for crisis intervention.

GRADE LEVEL: K-12

GROUP SIZE: NA

TIME: NA

SPACE REQUIRED: NA

MATERIALS NEEDED: See attachments

SUMMARY:

The Laurel School District has developed a crisis intervention program to deal with serious emotional problems of students, including suicidal ideology. Suicide Intervention cards (see next page) are typed, laminated and distributed to all teachers. The card lists symptoms to watch for and procedures to follow when suicidal intent or behavior is suspected.

Once a referral is received, one (or preferably two) Crisis Team members within the building do an Initial Intervention. During this interview the team members assess whether there is, indeed, a significant risk. If they determine that there is a significant risk, another assessment is completed, usually by the Crisis Team Leader. Once the second assessment is completed, all the Crisis Team members who have been involved with the situation meet with the principal of the building to determine what action is to be taken. This usually includes referral to an outside therapist. The building principal is kept informed of what is happening throughout this process, and is ultimately responsible for all actions taken/not taken.

Copies of the Laurel Public Schools Suicide Assessment and Intervention forms are attached. Additional information may be obtained by contacting the Laurel School District.

SOURCE:

Betty Selvig
School Counselor
Laurel School District
410 Colorado
Laurel, MT 59044

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
• Responsive Services
System Support

Laurel Public Schools

SUICIDE ASSESSMENT AND INTERVENTION FORM (Confidential Information)

Referral Date _____ Time _____

Student's Name _____ D.O.B. _____ Age _____ Sex M ☐ F ☐

School _____ Grade _____ Teacher _____

Parent(s) Names _____ Phone (home) _____

Address _____ Phone (work) _____

Student Referred By _____ Relationship _____

Person Receiving Referral _____

Principal Notified By _____ Date _____

Crisis Team Members, Involved in Initial Intervention _____

Was Suicidal Ideation Questionnaire (SIQ) Administered? Yes ☐ No ☐ Score _____

Parents Contacted By _____ Date _____

Student Referred to Crisis Team Leader Yes ☐ No ☐

Superintendent Notified by _____ Date _____

Date of Interview By Crisis Team Leader _____

Recommendations of Principal and Crisis Team Leader _____

Registered letter sent to parent(s) by _____ Date _____

Staff member responsible for providing follow-up and support for student _____

Initial Intervention

1. Are you thinking of hurting/killing yourself?
2. How will you do it?
3. Do you have (the gun, the pills, etc.) available to you?
4. Is there anyone or anything to stop you?
5. How much do you want to die?
6. How much do you want to live?
7. What has happened that makes life not worth living?
8. How often do you think about hurting/killing yourself?
9. Have you ever attempted suicide?
10. On a scale from one to ten, what is the probability that you will kill yourself?

Laurel Public Schools

Crisis Team Leader Intervention Form (Confidential Information)

Stressors:

(Current disposition)

(Check if applicable)

- ☐ Loss of Significant other by death, divorce, separation (who, when) _____
- ☐ Loss of important peer relationships, breakup of boyfriend/girlfriend relationship
- ☐ Apparent alienation/rejection of parent(s)
- ☐ Family issues (turmoil, violence, unemployment, mobility, abuse)
- ☐ Recent failure at school - relationships, sports, academic standing, etc.
- ☐ Recent involvement with the law
- ☐ Does not belong to an identified peer group
- ☐ Other stressors (describe) _____
- _____
- _____

Emotional State:

(Check if applicable)

- ☐ Guilt
- ☐ Anxiety
- ☐ Hopelessness/helplessness
- ☐ Feelings of being bad
- ☐ Feels should be punished

Symptoms:

(Check if applicable)

(Ask how long)

- ☐ Disturbance in sleep _____
- ☐ Disturbance in appetite _____
- ☐ Weight loss/gain _____
- ☐ Isolation/withdrawal _____
- ☐ Psychomotor retardation _____
- ☐ Accident proneness _____
- ☐ Truancy/running away _____
- ☐ Aggression/agitation _____
- ☐ Impaired ability to concentrate _____
- ☐ Hallucinations _____
- ☐ Thinking/talking about wish to be dead _____
- ☐ Sexual promiscuity _____
- ☐ Frequent clinic visitor _____
- ☐ Change in personal appearance (unkempt) _____
- ☐ Somatic complaints (headaches, etc.) _____
- ☐ Drug/alcohol use _____
- ☐ Dysphoric mood _____
- ☐ Lacks interest _____

Specifics of the Self-destructive Plan

Method: _____ Is implement available? Yes ☐ No ☐

Place: _____

Time: _____

Has the youngster made a public declaration of his intent? Yes ☐ No ☐

Probability of rescue: High ☐ Low ☐

Reversibility of method: High ☐ Low ☐

History

Prior ideation: Yes ☐ No ☐ When? _____

Prior threat: Yes ☐ No ☐ When? _____

Prior attempt: Yes ☐ No ☐ When? _____

Hospitalized for suicidal behavior? Yes ☐ No ☐ When? _____

Received outpatient treatment? Yes ☐ No ☐ When? _____

Resources (as seen by child)

Resources (as seen by interviewer)

Lethality (intent): ☐ High ☐ Medium ☐ Low

Action Plan

Date _____ Time _____

Crisis Team Members: _____

Action to be taken?	Yes	No	Person Responsible	Date Done
Contact Parents.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Notify school administration	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Notify police.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Notify social services.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Notify community mental health	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Outside therapist	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Notified (release/file)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Safe to let student go home	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Student in need of custodial care.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Student provided with contact person and phone numbers	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Student scheduled for contact with counselor next day	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

Laurel School District #7-70

Parent Consent for Release of Information

Name

Birthdate

In order to assist the school counselor in making a comprehensive educational assessment, I hereby give my permission for medical, psychological, or other information concerning the above-named student to be released and transmitted between the following professional or agency and local school personnel.

Name of Professional or Agency

Address

Please sign and return

Name

School

Address

Signature of Parent/Guardian

Date

NO SUICIDE CONTRACT

I, _____ promise not to take
my own life or intentionally harm myself before first talking to
_____ or someone else. If I am unable
to immediately contact _____ I will
postpone harming myself until I am able to talk to
_____ .

Client

Date

Counselor

SUICIDE INTERVENTION

SIGNS WHICH INDICATE A HIGH RISK

- giving away personal possessions
- discussion of a suicide plan
- previous suicide attempts or gestures
- scratching/self-destructive acts
- death themes in spoken/written/art work
- expression of hopelessness/helplessness
- anger at self or the world
- use of dark, heavy, slashing lines, and unconnected bodies in art work
- statements that family/friends would not miss them
- recent loss through death or suicide
- sudden positive behavior changes following depression
- parental divorce (especially if hostile)
- break-up of important love relationship

OTHER SIGNS TO WATCH FOR

- inability to concentrate
- cannot experience pleasure or fun
- no desire to socialize
- seems preoccupied
- feels worthless
- personal appearance becomes sloppy
- dwells on problems
- appears and sounds quite sad
- academic failure
- truancy or running away
- sudden changes in personality
- feeling like a burden to others
- statements like:
 - "How many aspirin will it take to kill someone?"
 - "I don't care to face tomorrow."
 - "It's hopeless."

WHAT TO DO

- If you notice any of these signs, please report them to your building principal immediately.

WHAT NOT TO DO

- Do not allow yourself to be sworn to secrecy. You may lose a relationship, but you may save a life.
- Do not leave the person alone if you believe the risk is immediate.
- Do not act shocked at what the person tells you.
- Do not counsel the person yourself.
- Do not debate whether suicide is right or wrong. This may make the person feel more guilty.

SYSTEM SUPPORT SECTION

Pages 531 - 544

REFERRAL FOLLOW-UP

SYSTEM SUPPORT

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL - CAREER

APPLICATION:

PURPOSE: To provide a systematic process for notifying teachers of the status of referrals they have made to the guidance department.

GRADE LEVEL: 9-12

GROUP SIZE: NA

TIME: NA

SPACE REQUIRED: NA

MATERIALS NEEDED: Referral Follow-up Form

SUMMARY:

The Guidance Department of Capital High School has developed the following form to provide notification to teacher regarding the student referrals they have made. This provides for program accountability and strong rapport with the teaching staff.

CAPITAL HIGH SCHOOL COUNSELING DEPARTMENT

TO: _____

FROM: _____

RE: _____

Thank you for your referral of the above student. To keep you posted we are attempting to follow up teacher referrals within one week. This student has seen his/her counselor and:

____ Will continue to see the counselor on a regular or "as needed" basis, and we appreciate your continued input should you have further concerns.

____ Is presently receiving outside counseling services.

____ Parents have been contacted and student will be referred to an outside agency for follow-up counseling.

____ Please arrange a conference with the counselor at your convenience.

Should you have questions or further concerns regarding this student, please feel free to stop in to talk with the counselor.

THANK YOU FOR YOUR COOPERATION!

SOURCE:

Sandy Stewart
School Counselor
Capital High School
Helena, MT 59601-0199

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
Responsive Services
• System Support

GRIN FOLDERS

SYSTEM SUPPORT

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL - CAREER

APPLICATION:

PURPOSE: To provide a creative means for teacher consultation.

GRADE LEVEL: All

GROUP SIZE: School

TIME: On-Going

SPACE REQUIRED: None

MATERIALS NEEDED: Folders, guidance related handouts, referral forms, cartoons, poems, etc.

SUMMARY:

A proactive approach to consulting with teachers is a weekly GRIN message. GRIN is an acronym for "Guidance Is Really Neat". The purpose of the GRIN message is to build teachers' awareness in the area of guidance and affective education, and to indirectly reach more children.

At the beginning of the school year, all staff members, including aides and administrators, are given a GRIN folder, in which they keep their weekly GRIN messages and any other guidance-related materials. The folder initially might include information reminding teachers of the counselor's role and responsibilities, a handout about starting the year, perhaps a poem about children, and the referral form used by the counselor. Weekly GRIN messages may take the form of poems, cartoons, stories, pictures, brief articles, or activity sheets. Some examples of content are classroom guidance unit outlines, parent-teacher communication tips, and words of appreciation and encouragement. Placing GRIN messages in mailboxes the same day each week, printing them on colored paper, or having a logo will help make the messages noticeable. Keeping a file of the messages will prevent repetition from year to year.

SOURCE(S):

The GRIN message and acronym was taken from an article in the *Elementary School Guidance & Counseling Journal*, February 1992, Vol. 26. and was submitted by:

Carlabeth E. Mathias
Indian Meadows Elementary School
4810 Homestead Road
Fort Wayne, IN 46804

The following guidance folder ideas and resources were submitted by:

Kristi Ragar
Quaw Elementary School
P.O. Box 166
Belgrade, MT. 59614

NOTE: Kristi organizes a folder for the school staff at the beginning of the year, explaining her program goals (example following), services and guidance units. Throughout the year she adds items such as: articles to give parents at Parent/Teacher Conferences, descriptions of special counseling programs, self-esteem activities for teachers to use in the classroom, cartoons, positive affirmations, and handouts on stress, grief, self-concept, etc.

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

TO: K-4 Staff
FROM: Kristi
DATE: August 1990

RE: ELEMENTARY COUNSELING PROGRAM - 1990-91 SCHOOL YEAR

My goal for this school year is to provide counseling services for as many of our K-4 students as possible. I plan on achieving this goal in the following ways:

1) I will spend my time primarily giving classroom presentations, and providing group and individual counseling services.

My presentations will focus on the following issues: responsibility, self-esteem, assertiveness, personal safety and learning to make decisions. I will schedule 20-30 minute time slots with all K-4 teachers and will maintain this schedule throughout the year.

2) I plan on having three sessions of groups - each group meeting nine consecutive weeks for approximately 45 minutes each. Five to seven students will participate per group. Students will be grouped together in a variety of ways (i.e., group for shy students, groups for children of divorce or a death group)

I will use many approaches and materials while working with students in groups (i.e., "Pumsy in Pursuit of Excellence", music, literature, writing, art therapy, and peer counseling).

3) Students in the Quaw building can ask to talk with me about a personal concern by either putting a note in my mailbox or requesting their teacher contact me. Teachers and administrators can refer a student for counseling by completing a referral form, located in the form boxes in the teacher work room. After the form is completed, I will contact the person making the referral for further information and then begin the counseling process.

I will be visiting your classrooms in the near future to talk with your students about my role as school counselor and take them to my office for a tour.

4) I will make every effort to be in continual contact with parents of students I work with, regarding the counseling process/ progress of their child. I will in turn keep teachers and administrators informed of these interactions. Materials and/or assistance will be provided for parents as well (i.e., information about the Gallatin Valley Parent Share Program, help in understanding child development issues, and suggestions for dealing with children's emotional issues).

5) My record keeping will include a daily log with each student/teacher/parent/administrator interaction recorded. In keeping with the ethical standards of the counseling profession, I will keep my logs and information about student contacts, confidential. This does not mean, however, that I will not share pertinent information with individuals involved with the children.

6) If I feel that a student needs more therapy than I am able to provide, I will make appropriate referrals. Mental health professionals throughout the Gallatin Valley meet on a monthly basis to discuss current events and issues related to the profession. I will attend these meetings, whenever possible, to become more familiar with the services provided. Contact will be made with organizations such as Big Brothers & Sisters, Prevent Child Abuse, Campfire, Jaycees, etc. so that our students, parents and school staff can benefit from their services.

7) I will be meeting on a weekly basis with the other counselors in our district to coordinate our efforts and plan for a comprehensive K-12 counseling program. Student Assistance Program Coordinator, Allison Counts and I will work together to provide appropriate substance abuse information to our K-4 students.

8) I will chair the Big Buddy committee and work with the MTI group at the high school this year. This will involve contacting and keeping in touch with parents, big buddies and little buddies and organizing our "Buddy" meetings.

9) When ALL is said and done, I will attempt to ensure my own mental health is at its best, try hard NOT to get on anyone's nerves and remain ONE HAPPY CAMPER!!!!

CHALLENGES TO CURRICULUM

SYSTEM SUPPORT

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL

APPLICATION:

PURPOSE: To provide information on how to respond to challenges to developmental guidance materials and programs.

GRADE LEVEL: K-12

GROUP SIZE: NA

TIME: NA

SPACE REQUIRED: NA

MATERIALS NEEDED: "Actions To Prevent Problems" Checklist.

SUMMARY:

Nationwide there is a resurgence of challenges to all aspects of public education. Challenges to guidance programs tend to be focused on affective curriculums. Those most frequently cited are: Pumsy, DUSO, Free The Horses, Quest, Bridges, Human Interaction, I Am Special, Project Charlie, Secrets, and Natural Helpers.

The objections tend to be focused on a claim that the programs promote Humanism and the New Age Movement. Specifically groups object to curriculums that promote meditation, visualization and fantasy. The anti-New Age groups are concerned that the New Age influences are teaching children to rely solely on themselves rather than turning to parents or religion. They claim that some techniques are either psychological or religious and violate parents' rights.

The concerns of the Counseling Profession are:

- All of the cited curriculums are substantiated with research and promote sound educational techniques.
- Visualization is an educational technique.
- The real issue is one of First Amendment rights.
- Our nation's Constitution provides for "majority rule, minority rights". When applied to challenges to guidance curriculums, this means that no child should be forced to participate against his or her parents' wishes; BUT, those parents should not be allowed to inflict their views on the majority.

HOW TO HANDLE CHALLENGES?

Actions To Prevent Problems are outlined in the attached checklist. In the event that there is a challenge already in the process, the recommendation is:

- Listen to those who express special concern
- Avoid debate
- Handle complaints with carefully constructed procedures
- Keep the focus of the complaint on the specific material rather than on the program or personnel
- Be vigilant!

This information and handout was presented by Marla P. Peterson, Ph.D and William Poppen, Ph.D at the 1992 Annual Convention of the American Counseling Association in Baltimore, MD. They are in the process of publishing a document - *School Counselors and The First Freedom: A Guide for Responding to Challenges to Developmental Guidance Materials and Programs*. Requests relative to the document can be made to:

Dr. Marla Peterson and Dr. William Poppen
108 Claxton Education Building
The University of Tennessee
Knoxville, TN 37996-3400

SOURCE:

Sherry Jones
School Counselor
Polson High School
111 4th Ave. East
Polson, MT. 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

Actions to Prevent Problems Checklist

✓

1. Base developmental guidance programming on sound educational practices which are appropriate for the age and maturity level of students. ☐
2. Relate developmental guidance goals and activities to district and state educational goals. ☐
3. Obtain copies of district goals, state goals, state legislation, district policy statements/actions, and lists of student needs related to guidance. ☐
4. Obtain written parent consent for any practices for which Federal law or district action requires permission. ☐
5. Prepare formal statement on policies for selecting print and non-print guidance materials. ☐
6. Ask Board of Education to formally act on materials selection and materials reconsideration policies and procedures. ☐
7. Ask Board of Education to formally act on "opting out" policies and procedures. ☐
8. Obtain assurance from Board of Education that policies and procedures will be followed should a challenge occur. ☐
9. Use advisory committees and other school and community groups to gain and maintain support for the guidance program. ☐
10. Have in mind 8-10 individuals who can form a support team should a challenge occur. ☐
11. Know the names, addresses and telephone numbers of associations that will help should censorship issues and challenges arise. ☐
12. Read "The School Counselor and Censorship," the position statement of the American School Counselor Association. ☐
13. Stay informed about court cases that deal with challenges to school materials and programs. ☐
14. Know the provisions of the Hatch Act and recognize that the Hatch Act applies only to Federally-funded programs. ☐
15. Stay informed about the arguments, terminology, and tactics used by challengers. ☐
16. Let people know about what is right with the guidance program. ☐

GUIDANCE INTAKE SHEET

SYSTEM SUPPORT

APPLICATION:

PURPOSE: To provide a system for collecting and maintaining individual counseling data.
GRADE LEVEL: K-12 **GROUP SIZE:** NA
TIME: On-going **SPACE REQUIRED:** NA
MATERIALS NEEDED: Guidance Intake Sheet.

SUMMARY:

The following "Guidance Intake Sheet" was developed to collect and evaluate individual counseling records. Individual files are maintained for each student who is involved in long term counseling. "Quickies" are kept in a separate folder. At the end of the school year the Guidance Intake Sheets are tabulated (minus the student names) to generate documentation for program evaluation.

SOURCE:

Lisa Pena
School Counselor
Seeley Lake School
P.O. Box 840
Seeley Lake, MT 59868

DELIVERY METHOD:

Guidance Curriculum
Individual Planning
Responsive Services
• System Support

GUIDANCE INTAKE SHEET

STUDENT NAME _____

REFERRED BY _____

DATE REFERRED _____

PRESENTING PROBLEM _____

CASE ACTIONS:

_____ WEEKLY SESSION: BEGINNING _____ ENDING _____

_____ PARENT CONFERENCE(S): DATES _____

RESULTS: _____

_____ REFERRAL TO OTHER AGENCIES: DATE _____

AGENCY _____ REASON _____

_____ CRISIS INTERVENTION SESSION(S): DATE(S) _____

_____ CLASSROOM/SCHOOL/TEACHER/MODIFICATIONS: DATES _____

MODIFICATIONS: _____

_____ COUNSELING TERMINATED: DATE _____ REASON _____

STUDENT REFERRALS

SYSTEM SUPPORT

CONTENT AREA: PERSONAL - SOCIAL

APPLICATION:

PURPOSE: To notify parents of community resources available for counseling services.

GRADE LEVEL: 6-12

GROUP SIZE: NA

TIME: NA

SPACE REQUIRED: NA

MATERIALS NEEDED: Parent letter

SUMMARY:

The Guidance Department of Polson Middle School has developed the following parent letter in an attempt to bring closure to the counseling services they have provided throughout the school year. The counselors identify those students who they feel may need counseling services during the summer months. They contact the parents through the following letter, inviting them to meet with them, and providing names of community resources available for counseling services.

SOURCE:

Bill Starkey
School Counselor
Polson Middle School
111 4th Ave. E.
Polson, MT 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

Polson Schools DISTRICT 23

Andrew S. Vels
Superintendent

Ed Longin
High School Principal

Darryl Dupuis
Middle School Principal

David Weld
Linderman Principal

Elaine Meeks
Cherry Valley Principal

Dear

As the year ends at the Middle School, our students' mental health needs go on. The ups and downs which kids of this age experience has for centuries challenged youth and adults alike. While parenting during this stage can be the world's toughest job, we believe this great emotional roller coaster provides counselors with a better opportunity to be "therapeutic" than during any other time.

For this reason we are contacting a number of parents whose children we met with this year. First, you are invited to meet with us during the last week of school to discuss your child. This is not necessary, but if you have any concerns or questions as to why we are making this referral, by all means get in touch with us. Furthermore, if you believe your child would benefit from help, we have for you the names of three licensed professional counselors with offices in town with whom you may not be familiar:

Kim Barta, MA, LPC
887-2902

Jeri Swenson, MS, LPC
756-3476

John Buttrum, MA, LPC
883-3435

These therapist can assist families by listening attentively without taking sides and by helping families understand each other. They can assist people in making changes and enlarging their perspectives to accept what they don't like for the time being. They can mediate disputes and teach self-control techniques.

In addition to these sources, local agencies include the Mental Health Center 676-8500, Tribal Mental Health 676-2770, and Lake County Chemical Dependency Center 883-4460. Be forewarned that these agencies may have a waiting list.

If you would like to discuss your child, we can be reached at 883- 2114 or 883-6306.

Sincerely yours,

Bill Starkey, MA
Caleen Macy, MA
School Counselors
Polson Middle School

POINTERS FOR PARENTS

SYSTEM SUPPORT

CONTENT AREA: PERSONAL - SOCIAL - EDUCATIONAL - CAREER

APPLICATION:

PURPOSE: To provide specific information and resources to parents.

GRADE LEVEL: K-12

GROUPS SIZE: NA

TIME: NA

SPACE REQUIRED: NA

MATERIALS NEEDED: Attached flyers "Helping Your Child Develop A Positive Self-Concept" and "Helping Your Child Study".

SUMMARY:

The Polson Guidance Department has developed the attached flyers "Helping Your Child Develop A Positive Self-Concept" and "Helping Your Child Study" as an informational resource to parents. The flyers are available at each building level and can be used in a number of ways. The flyers could be given to parents:

- 1) as a follow-up to a consultation session
- 2) as a handout in a parenting class, or
- 3) during parent/ teacher conferences in the fall.

SOURCE:

Sherry Jones
School Counselor
Polson High School
111 4th Ave. East
Polson, MT. 59860

DELIVERY METHOD:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The flyers "Helping Your Child Develop A Positive Self-Concept" and "Helping Your Child Study" were taken from a publication by the Missouri School Counselor Association.

HELPING YOUR CHILD DEVELOP A POSITIVE SELF-CONCEPT

It is apparent that success in life is determined more by how a person feels about themselves than by talent or ability. Research reveals that successful students are aware of their worth and importance. These same students are the ones who are able to resist peer pressure and are less likely to become involved in socially unacceptable behaviors. A positive self-concept is mentioned frequently as one of the most important weapons against drugs. All in all, the panacea of the '90s may well be a concentrated effort between parents and teachers to develop positive self-esteem for every student.

There are many things one can do to enhance a student's self esteem. Suggestions for parents, some which were printed in "PTA Today," March, 1984, are listed below.

EXPECTATIONS:

- State rules clearly and enforce them. Define limits but allow flexibility for children within these limits.
- Expectations for children should be reasonable and fit ability and age. Help them set reasonable goals so they can achieve success.
- Children feel useful and valued if they have responsibilities.
- Children appreciate knowing family values and profit from descriptions of experiences that determine values. The decisions made to accept certain beliefs and the reasons behind feelings are an important lesson for children.

ACTIONS:

- Discuss children's activities and let them know that what they do is important to you. Attend games, parents' day at school, drama presentations and award ceremonies.
- Help children spend time and money wisely.
- It is extremely important to spend time together. Shared activities become favorite activities.
- Demonstrate how much you care. Hug them. Tell them you love them and that they are terrific.

INTERACTIONS:

- Give praise and recognition frequently. Reward children for a job well done. Emphasize the good things they do.
- Let children know that you made mistakes and learned from them and that despite it all you feel good about yourself. Be a good role model.
- Allow children to do as much as they can on their own, but give them encouragement and support when they need it.
- Look for a solution to a problem without placing blame or commenting on a child's character. Let children know there is a problem and encourage them to help look for the solution.
- Treat children as you would a good friend. Use phrases that build self-esteem such as "Thank you...What a good idea...You did that well."

ATTITUDES:

- Deal with emotions, ideas, and feelings seriously. Never belittle by using phrases such as "You'll grow out of it" or "It's not as bad as you think."
- Emphasize the uniqueness and strengths of others. Help children develop appreciation for different backgrounds and cultures.

SUGGESTIONS TO ENHANCE SELF-CONCEPT

-Teach children how to say good things to themselves. Positive self-talk is a great builder of self-esteem.

-Encourage your child to be responsible for a younger child. Younger children can profit from caring for pets.

-Self-esteem increases when one is involved in activities rather than being a spectator. Playing music, for example, builds self-concept more than just listening to music.

-Praise your child when you see them stop a bad behavior on their own. Self-esteem correlates with the ability to control one's behavior.

-Research reveals that physical activities (such as running) builds self-esteem and can be used to counteract depression.

-Share with children your personal adversities. Let them know that you have failed, that it is permissible to fail and that you've learned from those experiences.

-Insist that children complete tasks. Finishing a job makes one feel good about themselves.

-The more you compliment a child the more they learn to appreciate others.

-Practice and preach positive thinking and express positive thoughts to your child.

-Children become what you tell them they are!

-Create opportunities for children to help others, such as neighbors, smaller children and grandparents.

-Belonging to clubs, groups and other organizations enhances self-esteem.

-Build confidence by believing in your child. Encourage them to accept challenges.

-A good trait to encourage is patience. Growing flowers or vegetables, waiting patiently in lines and sitting quietly teaches patience.

-Correct and discipline children in private.

-Prepare children for new experiences and difficult situations. Everyone feels more confident if they know what is going to happen.

-Children with positive self-concepts work to correct problems rather than spend time worrying about them.

-Let children choose their activities but interfere when they are doing something immoral or dangerous.

-Ask your child's opinion. Anyone's self-esteem is enhanced by this practice.

-Making others laugh is good for one's self-concept. Teach children the difference between positive and negative humor. Humor should never hurt.

-A wink can be like a secret hug.

Prepared by: Polson School District #23
Guidance Department
111 4th Ave. E.
Polson, MT 59860

*Helping Your Child Develop
Positive Self-Esteem - was
taken from a
publication
by the Missouri
School
Counselor
Association.*

Pointers
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Pointers for arents

From the Polson School District #23
Guidance Department Professionals

HELPING YOUR CHILD STUDY

There is much parents can do to help their child become a better student. Your child's inherited abilities do not guarantee successful school performance. School performance is also influenced by behavior and attitudes, qualities which can be learned.

Successful students have been observed behaving in similar ways. They are able to ignore distraction; they display self-discipline, motivation, and relaxation - an entire set of behaviors which can be called the 'right attitude' for effective study.

The following strategies could help children become better students.

PAYING ATTENTION.

Discuss positive phrases to use in order to control attention. For example, when facing a difficult task, a student can be taught to say, "I can do this assignment if I try." This "self-talk" will trigger increased attention to that task. Avoid negative "self-talk." Never threaten or order your child to pay attention because this technique does not work. One of the best ways for a student to focus attention is to ask questions; so, encourage children to ask questions. Parents can help their child set goals which can also focus attention on success at school. Many small goals, one after another, can help focus attention better than a single goal of great difficulty.

REMEMBERING.

Teach your child to build bridges between new information and subjects already familiar to them, and to recognize the similarities and differences between the two. Your child can learn to draw conclusions from the material they study. Pinpointing the main ideas expressed in each learning task will help the child gain understanding and confidence. Many tasks facing students include learning large amounts of information. Introduce the child to the idea of grouping information in order to best remember lists of dates, names or locations.

STUDYING.

Parents can help by designating a specific place and time to study. Help your child plan for study time in a quiet, well-lit place. Previewing material is an important study tool which a parent can teach. Encourage the student to read tables of contents, chapter headings and summaries. Help your child prepare for tests by a series of reviews spaced over many days prior to the test. 'Cramming' is not a good idea. It is important that the student get a good night's sleep before the test day.

KEEPING INTERESTED.

Children need to learn that the hours they spend studying can make a difference between success and failure. It is easy for a student to assume that success is controlled by other factors, such as teachers, basic intelligence or bad luck. Parents can encourage their child to accept responsibility. For example, discuss test results to pinpoint the reasons for successes and failures. It is important to reward a child for success, and to remember that praise is music to your child's ears. Parents can also help the student keep interested by stressing the benefits of success at school, such as job opportunities and scholarship possibilities.

BEING PREPARED.

Parents can help students understand the importance of being prepared by setting an example with their own work. Encourage your child to keep a planning calendar to avoid procrastination. By scheduling parts of larger tasks in several short work sessions, they will avoid running out of time and missing deadlines. A second part of being prepared is keeping the study area stocked with paper, pen/pencil, reference books, computer, etc. Interruptions in study to locate materials or a dictionary, thesaurus or encyclopedia can cause a great loss of time.

LEARNING STYLES.

Parents can also teach their child about sensory channels, which are those channels students use when learning information. Students absorb information through the eyes, the ears, and with the muscles. The visual learner absorbs best with the eyes, the auditory learner uses the ears most effectively, and the kinesthetic learner learns best by acting out or writing information. Students use all three learning techniques but research has shown that each individual is more finely tuned to one type of learning than others. Parents can help their child become an effective learner with all three sensory channels by making them aware of the different ways learning can take place.

EFFECTIVE STUDY HABITS.

The following time management strategies can be used to improve study habits. Help your child to pick two or three to practice. Once they are mastered, choose a couple more.

1. Study difficult or boring subjects first! If a particular subject is hard or puts you to sleep, tackled it first when you are fresh.
2. Be aware of your best time of day! Many people learn best in daylight hours. Observe yourself to find out if this is true for you. If it is, schedule study time during the day. If not, find out what time is best.
3. Use your waiting time effectively! Ten minutes waiting on a bus or 5 minutes between classes can add up. Have short study tasks written on 3x5 cards, e.g. formulas or definitions and pull them out to study while waiting.
4. Use a regular study area! When you use the same place to study, day after day, your body and mind become trained. It should help you focus your concentrations more quickly.
5. Don't get too comfortable! Easy chairs, the bed, or a sofa are dangerous places to study. If too comfortable, your body may be getting the message "time to sleep" rather than "time to study."
6. Avoid noise distraction! Don't study in front of the TV. If you really are certain you study better with music, make sure you select a kind that doesn't interfere with your concentration.
7. Avoid the phone! The telephone is a perfect interrupter. You don't have to be a telephone victim. Just say, "I can't talk, I'm studying." It almost always works.

MANAGING TEST ANXIETY.

Test anxiety consists of two components, one is mental and the other one is physical. The mental component includes all of your thoughts and worries about tests while the physical component includes your feelings and tensions about tests. Several techniques are suggested below to help deal with both the mental and physical components of test anxiety.

1. Thing positive thoughts. When your mind is filled with positive thoughts about the test, there will be no room left for anxious thoughts. Imagine yourself previewing the test and finding questions that you can answer. Imagine yourself writing quickly and confidently. Think about how you will feel when you find that you have done well on the test. (Use these techniques whenever you begin to feel anxious. The more you practice this one, the better you get.)

2. Focus on the task at hand. When taking the test, keep your mind or thoughts on the questions of the test. Answer the questions. Don't spend time thinking about how you feel now or how you will feel if you don't do well. "Worry" thoughts take time and divert your attention from the real task.

3. Breathe. Calm the physical sensations within your body by focusing your attention on your breathing. Concentrate on the air going in and out of your body. Experience it as it passes through your nose and mouth. Do this for three or four minutes. If you notice that you are taking short shallow breaths, make yourself take longer and deeper breaths. You will begin to feel yourself calm down.

4. Do a body scan. Being aware of the tension in your body is an effective technique to reduce it. Sit comfortably and close your eyes. Begin with your feet. Focus your attention on the muscles in your feet and notice if they are relaxed. Move neck, face, and scalp muscles. Make sure that each muscle group is relaxed before going on. Sometimes you may find that first tensing and then relaxing your muscles will permit you to relax more completely.

5. Use guided imagery. Relax and take a quick imaginary trip. Close your eyes, relax your body, and imagine yourself in a beautiful peaceful setting. Create as much of the scene as you can. For example, you might imagine yourself at the beach. Listen as the surf rolls in and the birds call to each other. Feel the sun on your face and the sand on your feet. Smell the clean, cool air. (Find whatever calm place that works for you and practice getting yourself there when you feel anxious. When you become good at taking "imaginary trips," you can use them to relax and gain control of your anxious feelings.)

6. Don't be too hard on yourself. Some people expect too much from themselves and are always worrying because they are not achieving as much as they should. Don't try for perfection in everything. Don't take yourself to task if you don't achieve top honors or break records.

Prepared by: Polson School District #23
Guidance Department
111 4th Ave. E.
Polson MT 59860

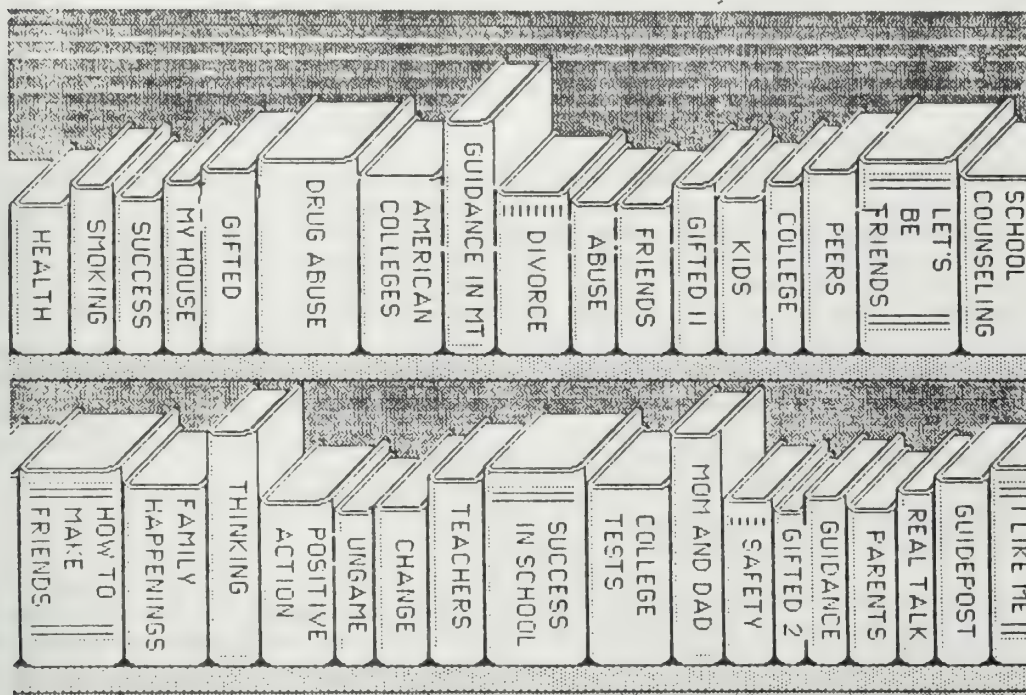
*Helping Your Child
Study was taken
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Pointers
for
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RESOURCE SECTION

Pages 547 - 568

THE COUNSELOR'S BOOKSHELF: RESOURCES FOR SCHOOL COUNSELORS K - 12



THIS SECTION IS NOT COMPLETE NOR IS IT INTENDED TO RECOMMEND ONE RESOURCE OVER ANOTHER. EXCLUSION OF ANY PROGRAM OR RESOURCE IS NOT INTENTIONAL. THE LIST REPRESENTS A COMPILATION OF "FAVORITE" RESOURCES THAT ARE CURRENTLY BEING USED BY MONTANA SCHOOL COUNSELORS AT THE TIME THIS PUBLICATION WAS PRODUCED.

TYPES:

Books
Manuals and Activity
Books
Kits & Packaged Programs
Peer Training Programs
Games
Filmstrips and Videos
Periodicals and Journals
Computerized Career Systems
Guidance Curriculums
Professional Organizations

LEVELS:

E = Elementary
M = Middle School
H = High School

DOMAINS:

P = Personal
S = Social
E = Educational
C = Career/Life Planning

The COUNSELOR'S BOOKSHELF was originally developed by Karen DeBoer, School Counselor at Lockwood School District in Billings, MT. The original resource list was published in the 1990 Office of Public Instruction publication titled "Guidance from A to Z for Small & Rural Schools." Additional resources from the Christa McAuliffe research project has since been added to produce this updated version.

BOOKS

TITLE: GUIDANCE IN MONTANA SCHOOLS: GUIDELINES FOR PROGRAM DEVELOPMENT
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** P-S-E-C
VENDOR: Montana Office of Public Instruction (OPI)
ADDRESS: Judy Birch, Guidance Specialist, OPI, Helena, MT 59620 PH. 444-5663

This resource has outlined a practical step-by-step process for systematically planning school guidance programs. The process provides for an organizational framework which assesses guidance needs of the student population, states program goals and objectives based on identified needs, establishes strategies for achieving objectives and evaluates program effectiveness. A 1992 updated edition is currently available.

TITLE: TOGETHER: GUIDELINES FOR DRUG/ALCOHOL PROGRAMS
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** P-S-E
VENDOR: Montana Office of Public Instruction
ADDRESS: Dept. of Curriculum Services, State Capitol, Helena, MT 59602 Ph. 444 4434

This publication was cooperatively prepared by concerned individuals from many state and local agencies. The purpose of these guidelines is to provide schools and communities with a functional document which may assist them in developing cooperative drug and alcohol programs. This process causes schools to cooperatively assess, design, implement, and evaluate comprehensive programs. This guide outlines a process that allows schools and communities to build programs unique to their needs and varying characteristics. Most important, the process changes the direction of schools and communities from that of being primarily responsive to crisis situations to one of advocating a proactive approach to prevention. Listed in this guide are numerous resources available to us in the field.

TITLE: ETHICAL AND LEGAL ISSUES IN SCHOOL COUNSELING
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** E
VENDOR: American School Counselor Association
ADDRESS: 5999 Stevenson Avenue, Alexandria, VA 22304

This book contains answers to the most controversial and challenging questions you face every day. Avoid ethical violations with complete information on: confidentiality, privacy, privileged communication, access to school records, using group techniques ethically, computerized recordkeeping, and reporting unethical practices.

TITLE: GUIDE TO CREATIVE COUNSELING
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** P-S-E
VENDOR: Dr. Ed Jacobs
ADDRESS: 457 Broadway Ave., Star City, WV 26505

Creative Counseling is not a theoretical book. This book goes beyond the theory and presents skills and techniques that can be used to make counseling more concrete, engaging and creative. The book is appropriate for individual or group work at all levels.

TITLE: PREVENTING SELF DESTRUCTION: A MANUAL FOR SCHOOL CRISIS RESPONSE TEAMS
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** P-S
VENDOR: Learning Publications, Inc.
ADDRESS: P.O. Box 1338, Holmes Beach, FL 34218-1338

This is a manual for school crisis response teams and presents a complete overview for schools to develop a crisis response program. The manual covers intervention techniques, appropriate responses to a crisis, policies and procedures.

TITLE: A COUNSELOR'S GUIDE TO CAREER ASSESSMENT INSTRUMENTS
TYPE: Book **LEVEL:** M-H **DOMAIN:** E-C
VENDOR: American Counseling Association
ADDRESS: 5999 Stevenson Ave., Alexandria, VA. 22041

The National Career Development Association published this document to assist counselors in their review and selection of career assessment instruments.

TITLE: GROUP TREATMENT FOR SEXUALLY ABUSED CHILDREN
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** P-S
VENDOR: The Guildford Press
ADDRESS: 72 Spring St., New York, NY 10012

This book deals with the treatment of sexual abuse and is devoted exclusively to a group treatment approach. The book offers actual interventions to be used with children and their non-offending caretakers. Structured activities are presented to assist children and adults identify and express their conflicts and feelings.

TITLE: JUST BEFORE DAWN
TYPE: Book **LEVEL:** M-H **DOMAIN:** P-S
VENDOR: Alexandria Associates
ADDRESS: 911 S.W. 3rd St. Ontario, OR 97914

Just Before Dawn explores the trauma suffered through sexual victimization. This publication may be helpful to professionals involved in civil cases or administering and delivering treatment programs. The author, Jan Hindman has also published "A Touching Book: For Little People and For Big People" and "Step-by-Step: Sixteen Steps Toward Legally Sound Investigation".

TITLE: CELEBRATE YOURSELF: SIX STEPS TO BUILDING YOUR SELF-ESTEEM
TYPE: Book **LEVEL:** E-M **DOMAIN:** P-S
VENDOR: Corporation for Public Broadcasting
ADDRESS: P.O. Box 4205, Arlington, VA 22204

This book is useful in working with individuals, groups or parents.

TITLE: MARNY FINDS A FRIEND: HER SCHOOL COUNSELOR
TYPE: Book **LEVEL:** E-M **DOMAIN:** P-S-E
VENDOR: Potential Publishing
ADDRESS: 725 Painted Canyon Drive, Bozeman, MT 59715

This cleverly written and illustrated book, is a story and discussion guide on the role of the elementary and middle school counselor. The author is Mark Salo, a school counselor at Chief Joseph Middle School in Bozeman, MT.

TITLE: THE ENCOURAGEMENT BOOK: BECOMING A POSITIVE PERSON
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** P-S-E
VENDOR: Zephyr Press
ADDRESS: 3316 Nol Chapel Ave., Tucson, AZ 85716-1416

This book is a helpful resource for students, colleagues or parents, by outlining a process for emotional support.

TITLE: PETERSON'S GUIDE TO UNDERGRADUATE TWO YEAR COLLEGES
TYPE: Book **LEVEL:** H **DOMAIN:** E-C
VENDOR: Peterson's Guide
ADDRESS: P.O. Box 2123, Princeton, NJ 08540

Review of all 2 year accredited colleges in the United States i.e., major programs of study, tuition, admission standards, and athletic programs.

TITLE: PETERSON'S GUIDE TO UNDERGRADUATE FOUR YEAR COLLEGES
TYPE: Book **LEVEL:** H **DOMAIN:** E-C
VENDOR: Peterson's Guide
ADDRESS: P.O. Box 2123, Princeton, NJ 08540

Review of all 4 year accredited colleges in the United States i.e., major programs of study, tuition, admission standards, and athletic programs.

TITLE: THE GIFTED KID'S SURVIVAL GUIDE (10 AND UNDER)
TYPE: Book **LEVEL:** E **DOMAIN:** P-S-E-C
VENDOR: Free Spirit Publishing
ADDRESS: 123 N. Third St., Suite 716, Minneapolis, MN 55401

A guide written for gifted children or people who deal with them. It answers questions like: The great gripes of gifted kids, What do the labels gifted, high potential and IQ really mean? Why do kids tease you about being smart and what should you do about it? How can you make school more right, more challenging?

TITLE: GIFTED II (11 AND UP)
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** P-S-E-C
VENDOR: Free Spirit Publishing
ADDRESS: 123 N. Third St., Suite 716, Minneapolis, MN 55401

A sequel to the Gifted Kid's Survival Guide, it presents an in-depth look at the ups and downs of growing up gifted. It offers useful information, support and strategies to help kids get more out of school, develop friendships, understand and figure out how to get what they want out of life.

TITLE: TICKETS TO SUCCESS
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** E
VENDOR: Cline/Fay Institute, Inc.
ADDRESS: 2207 Jackson Street, Golden, CO 80401

This resource is great for assisting adults working with kids in the area of responsibility. This is easy reading and contains very useful information for parents, teachers, and administrators.

TITLE: WINDOWS TO OUR CHILDREN
TYPE: Book **LEVEL:** E-II-M **DOMAIN:** P-S-E
VENDOR: The Center for Gestalt Development Inc.
ADDRESS: P.O. Box 990, Highland, NY 12428

This excellent book provides a working model (Gestalt-based) that is applied to drawing and fantasy, clay, storytelling, poetry, puppets, play therapy, etc. It also looks at dealing with specific problem behaviors and includes a rich bibliography of resources. It is used as a required text for counseling courses.

TITLE: PERFECTIONISM: WHAT'S BAD ABOUT FEELING TOO GOOD?
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** P-S-E
VENDOR: American guidance Service (AGS)
ADDRESS: P.O. Box 99, Circle Pines, MN 55014-1796

Some children pursue perfection so intensely that serious physical and emotional consequences occur--eating disorders, tendencies toward suicide, stress-related illnesses, and just plain dissatisfaction with their lives. This book for and about children, discusses the impossibility of perfection. It's about knowing the difference between doing your best and overdoing it, and about striking a balance among the three main areas of life: work and school, play and hobbies, and family and social relationships.

TITLE: MY DAD LOVES ME MY DADDY HAS A DISEASE
TYPE: Workbook **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: Mac Publishing
ADDRESS: 1850 High St., Denver, CO 80218

This explains and portrays alcoholism from the viewpoint of children aged 5-14 who have an alcoholic parent. Drawings, by children in COA groups, deal with such issues as the disease concept, personality changes, blackouts, relapses, and recovery.

TITLE: PEER PRESSURE REVERSAL (AN ADULT GUIDE)
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** E
VENDOR: Human Resource Development Press, Inc.
ADDRESS: 22 Amherst Road, Amherst, Mass., 01002

This excellent resource presents a systematic approach for adults to help school-age children learn to reverse negative peer pressure. It allows children to keep their friends while making good decisions. Given in this book are step-by-step approaches that can be immediately applied to teaching and training children. Skills can be taught in one-on-one situations, group training classes, and on a school district-wide basis. Sharon Scott is also the author of three other excellent books. HOW TO SAY NO AND KEEP YOUR FRIENDS, PEER PRESSURE REVERSAL, AND POSITIVE PEER GROUPS.

TITLE: MY HOUSE IS DIFFERENT

TYPE: Book

LEVEL: E-M-H

DOMAIN: E

VENDOR: Brooks/Cole Publishing Company

ADDRESS: Box 176 Pleasant Valley Rd., Center City, MN 55012

This illustrated storybook interprets the Twelve Steps of Recovery for children of alcoholics ages 6 and up. Joe and his dog Fuzzy travel down Rainbow Road, and through his adventures Joe learns to feel good about himself even if his dad continues to drink.

TITLE: COUNSELING CHILDREN (SECOND EDITION)

TYPE: Book

LEVEL: E-M-H

DOMAIN: C

VENDOR: Brooks/Cole Publishing Company

ADDRESS: 555 Abrego Street, Monterey, CA 93940

This is a practical text that continues to effectively translate theory into practice for counselors working with children in schools, clinics, agencies. There are actual case examples of various counseling and consulting techniques. The book includes appropriate DSM-III-R classifications for 40 problems, and presents practical and up-to-date methods for helping children with specific developmental, social, or behavioral problems (including fighting, stealing, lying, cheating, withdrawal behaviors, shyness, and destructive behaviors).

TITLE: HEART TO HEART BOOKS

TYPE: Book

LEVEL: E

DOMAIN: P-S

VENDOR: Heart to Heart, Inc.

ADDRESS: 2115 SE Adams, Milwaukie, OR 97222-7773

HEART TO HEART has a series of children books which deal gently and compassionately with deep and tragic hurts. Topics include: death, divorce, sexual abuse, alcoholic parent, and feeling different.

TITLE: THE MOUSE, THE MONSTER & ME: ASSERTIVENESS FOR YOUNG PEOPLE

TYPE: Book

LEVEL: E

DOMAIN: P-S-E

VENDOR: Impact Publishers

ADDRESS: P.O. Box 1094, San Luis Obispo, CA 93406

The Mouse, The Monster & Me allows young people an opportunity to envelop a sense of personal rights and responsibilities, to become assertive, and to gain a greater sense of self-worth.

TITLE: LIKING MYSELF

TYPE: Book

LEVEL: E

DOMAIN: P-S

VENDOR: Impact Publishers

ADDRESS: P.O. Box 1094, San Luis Obispo, CA 93406

This book helps children learn and appreciate good things about themselves, their feelings and their behavior. It introduces concepts of feelings, self-esteem, and assertiveness appropriate for grades K-4.

TITLE: A HOORAY KIND OF KID: A CHILD'S SELF-ESTEEM & HOW TO BUILD IT

TYPE: Book

LEVEL: E-M-H

DOMAIN: P-S-E

VENDOR: Sierra House Publishing

ADDRESS: 2716 King Richard Dr., El Dorado Hills, CA 95630

Children at risk - the chronic misbehavior, the follower, the blamer, the attention-seeker, the low achiever and the potential drop-out are profiled in this book and suggestions for remediation are outlined.

TITLE: STICK UP FOR YOURSELF
TYPE: Book **LEVEL:** M **DOMAIN:** P-S
VENDOR: Free Spirit Publishing
ADDRESS: 123 No. 3rd St., #716, Minneapolis, MN 55401

This book introduces the concepts of personal responsibility, making choices, and realistic expectations. The book is a useful tool for bibliotherapy and is appropriate for grades 5-8.

TITLE: THE KIDS' BOOK OF DIVORCE: BY, FOR AND ABOUT KIDS
TYPE: Book **LEVEL:** E-M-H **DOMAIN:** P-S-E
VENDOR: Social Studies School Service
ADDRESS: P.O. Box 802, Culver City, CA 90232-0802

Written by twenty 11 to 14 year-olds, this book presents their views and feelings, and offers their advice to other young people on coping with the reality of divorce. A valuable resource for counselors and parents alike. Issues examined in the book are: relating to divorced parents, avoiding personal guilt, getting help from counseling, understanding legal issues, leading two lives, getting through the separation period, and fitting into new step- families.

MANUALS AND ACTIVITY BOOKS

FOR GROUPS OR CLASSROOM UNITS

TITLE: A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING VOL. I-IX
TYPE: Manual **LEVEL:** M-H **DOMAIN:** P-S
VENDOR: University Associated Publishers and Consultants
ADDRESS: 8517 Production Ave., San Diego, CA 92121

Each volume may be purchased separately and contains a series of structured experiences for communication, leadership, self-awareness and group process training.

TITLE: SOCIAL SKILLS INTERVENTION GUIDE: PRACTICAL STRATEGIES FOR SOCIAL SKILLS TRAINING
TYPE: Manual **LEVEL:** E-M-II **DOMAIN:** P-S-E
VENDOR: American Guidance Services
ADDRESS: 4201 Woodland Rd., P.O. Box 99, Circle Pines, MN 55014-9989

The manual provides a plan for remediation of problems identified by the Social Skills Rating System (SSRS). It also provides practical tips for selecting and grouping students, establishing outcome goals, and involving parents. The curriculum portion of the manual includes 43 lesson plans for teaching social skills. The program was developed for grades 4-12.

TITLE: CHILDREN OF DIVORCE: A SUPPORT PROGRAM THAT HELPS CHILDREN ADJUST TO DIVORCE
TYPE: Manual **LEVEL:** E-M **DOMAIN:** P-S
VENDOR: American Guidance Services
ADDRESS: 4201 Woodland Rd., P.O. Box 99, Circle Pines, MN 55014-9989

Children of Divorce is a group discussion and skill building program for grades 3-6. The manual includes twelve sessions which deal with anger, grief, fear and guilt. The program includes a leaders manual, kids book and a parents books.

TITLE: LEARNING THE SKILL OF PEACEMAKING: AN ACTIVITY GUIDE FOR ELEMENTARY CHILDREN
TYPE: Activity Book **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: Zephyr Press
ADDRESS: 3316 No. Chapel Ave., Tucson, AZ 85716

This book presents fifty lessons to help children respect human differences, disavowing violence and finding alternative means of conflict resolution.

TITLE: KID POWER: HEALING GAMES FOR CHILDREN OF ALCOHOLICS
TYPE: Activity Book **LEVEL:** E-M-H **DOMAIN:** P-S
VENDOR: Paperbacks for Educators
ADDRESS: 426 West Front St., Washington, MD 63090

Kid Power presents games for children from dysfunctional families to help them develop tools for coping and recovery. Topics covered include: expressing feelings, problem solving and self-esteem.

TITLE: DIVORCE GROUP COUNSELING FOR SECONDARY SCHOOL STUDENTS
TYPE: Manual **LEVEL:** H **DOMAIN:** P-S
VENDOR: Cranbrook Publishing Co.
ADDRESS: 2815 Cranbrook, Ann Arbor, MI 48104

The Divorce Group manual presents a series of structured sessions and activities appropriate for secondary school students.

TITLE: LET'S TALK: ACTIVITY BOOKS FOR CHILDREN
TYPE: Activity Book **LEVEL:** E **DOMAIN:** P-S
VENDOR: Boulden Publishing
ADDRESS: P.O. Box 9249, Santa Rosa, CA 95405

This is a series of activity books for children on divorce, remarriage, self-esteem, bereavement, substance abuse, blended families and single parenting.

TITLE: MY GOAL MAP
TYPE: Activity Book **LEVEL:** E-M **DOMAIN:** P-S-E-C
VENDOR: Be Me Co
ADDRESS: P.O. Box 3202, Portland, OR 97208

The Be ME Co company has a series of Goal and Self-Esteem Maps that could be useful in a class activity or unit. The Goal Map engages students in a nine-step process for Goal Setting. In addition, the BeMe Co company has a variety of fun resources for counselors, such as notes, stickers, buttons, and posters.

TITLE: 102 TOOLS FOR TEACHERS & COUNSELORS TOO
TYPE: Activity Book **LEVEL:** E-M-H **DOMAIN:** P-S-E-C
VENDOR: MarCo Products, Inc.
ADDRESS: P.O. Box 1052, Doylestown, PA 18901

This book includes 102 different counseling activities to be used in small groups, classroom guidance or parent groups. The activities cover problem-solving, self-esteem, career awareness, deepening understanding, and getting acquainted. Reproducible worksheets are included.

TITLE: LIVING WITH DIVORCE: JOURNAL ACTIVITIES FOR PERSONAL GROWTH
TYPE: Activity Book **LEVEL:** E-M **DOMAIN:** P-S
VENDOR: Good Apple
ADDRESS: 1204 Buchanan St.l, Box 299, Carthage, IL 62321-0299

Living with Divorce helps young people understand the divorce experience by addressing each stage of the divorce process. Ideas and activities are presented to assist children deal with denial, anger/guilt, bargaining, depression and acceptance.

TITLE: STUDY SKILLS WORKOUT
TYPE: Activity Book **LEVEL:** E-M **DOMAIN:** S-E
VENDOR: Paperbacks for Educators
ADDRESS: 426 Front Street, Washington MD 63090

The Study Skills Workout presents strategies and exercises for improving study skills. The activities are presented in a sports-oriented format - with sections called "Warm-Up", "Work-Out" and "Cool-Down". The activity book could be used independently or adapted for group and classroom activities.

TITLE: CHILDREN & GRIEF

TYPE: Manual

LEVEL: E-M-H

DOMAIN: P-S

VENDOR: Hospice of North Carolina

ADDRESS: 400 Oberlin Road, Suite 300, Raleigh, NC. 27605

This comprehensive curriculum on CHILDREN AND GRIEF explores loss, grief, and recovery for children. The 300+ page program contains three separate and age appropriate units for grades K-3, grades 4- 8, and grades 9-12.

TITLE: PERSON TO PERSON: AWARENESS TECHNIQUES FOR COUNSELORS, GROUP LEADERS AND PARENT EDUCATORS

TYPE: Manual

LEVEL: M-H

DOMAIN: P-S-E

VENDOR: R & E Publisher

ADDRESS: P.O. Box 2008, Saratoga, CA 95979

This manual presents structured training activities, appropriate for small groups, classroom activities and workshops. Topics covered include: self-esteem, communication skills, behavior, discipline, and belonging.

TITLE: PRACTICAL TECHNIQUES FOR ENHANCING SELF-ESTEEM

TYPE: Manual

LEVEL: M-H

DOMAIN: P-S-E

VENDOR: Accelerated Development Inc.

ADDRESS: 3400 Kilgore Ave., Muncie, In 47304-4896

This manual contains activities for enhancing self-esteem. Each activity contains purposes, materials needed, time required, handouts and step-by-step procedures.

TITLE: BEREAVEMENT SUPPORT GROUP PROGRAM FOR CHILDREN

TYPE: Manual

LEVEL: E-M-H

DOMAIN: P-S

VENDOR: Accelerated Development Inc.

ADDRESS: 3400 Kilgore Ave., Muncie, IN 47304-4896

The Bereavement Support Group Manual and student workbook are a valuable resource to counselors leading a bereavement group. The manual outlines 5 sessions, complete with introductory information, activities, handouts, and discussion questions.

TITLE: CHILDREN WHO GRIEVE

TYPE: Manual

LEVEL: E-M-H

DOMAIN: P-S

VENDOR: MarCo Products, Inc.

ADDRESS: P.O. Box 1052, Doylestown, PA 18901

This manual and workbook contains information on the normal grieving process, plans for a seven session support group, communication tools, and ways to help students cope with death through art and other activities.

TITLE: OUR SECRET FEELINGS: ACTIVITIES FOR CHILDREN OF ALCOHOLICS IN SUPPORT GROUPS

TYPE: Manual

LEVEL: E-M

DOMAIN: P-S

VENDOR: Learning Publications, Inc.

ADDRESS: P.O. Box 1338, Holmes Beach, FL. 34218-1338

This is a valuable support group resource. Twelve sessions are outlined with suggested activities appropriate for ages 6-12. The exercises address key issues of children of alcoholics, which include: 1) accepting alcoholism as a disease and 2) being comfortable about expressing feelings.

TITLE: HELPING OBESE CHILDREN: WEIGHT CONTROL GROUPS

TYPE: Manual

LEVEL: M-H

DOMAIN: P-S

VENDOR: Learning Publications, Inc.

ADDRESS: P.O. Box 1338, Holmes Beach, FL. 34218-1338

This resource presents essential information about nutrition and weight control, an outline for conducting a weight control group, and provides 24 lessons complete with activities and handouts. The resource could be helpful in working with weight management programs through the Health Curriculum.

TITLE: ENTERING ADULthood: BALANCING STRESS FOR SUCCESS
TYPE: Manual **LEVEL:** H **DOMAIN:** P-S-E
VENDOR: Paperbacks for Educators
ADDRESS: 426 West Front Street, Washington, MI 63090

Balancing Stress for Success is a curriculum unit for grades 9-12. The unit consists of 7 sessions, complete with background information, activities, handouts and follow-up ideas.

TITLE: SKILLS FOR LIVING
TYPE: Manual **LEVEL:** M-H **DOMAIN:** P-S-E
VENDOR: Research Press
ADDRESS: 2612 North Mattis Avenue, Champaign, IL 61821

This manual offers step-by-step counseling agendas for eight different topic areas i.e., divorce, friendships, communication skills, self-esteem, stress management, anger management, school survival and grief. Each group is outlined with goals, procedures, activities and handouts.

TITLE: BELONGING: SELF AND SOCIAL DISCOVERY FOR CHILDREN OF ALL AGES
TYPE: Manual **LEVEL:** E-M-H **DOMAIN:** P-S-E-C
VENDOR: BELONGING
ADDRESS: 2960 Hawk Hill Lane, San Luis Obispo, CA 93405

The BELONGING manual is a helpful resource to group facilitators. The manual includes group activities and handouts pertinent to the topics of self-awareness, feelings, cooperation, assertion, problem solving, and communication skills.

TITLE: THINKING, FEELING, BEHAVING: AN EMOTIONAL EDUCATION CURRICULUM
TYPE: Manual **LEVEL:** M-H **DOMAIN:** P-S-E-C
VENDOR: Research Press
ADDRESS: 2612 North Mattis Avenue, Champaign, IL 61821

This curriculum teaches positive mental health concepts to students, grades 7-12. The manual contains 90 activities, arranged by grade levels and grouped to cover the following topics: self-awareness, feelings, beliefs and behavior, problem solving/decision making and interpersonal relationships.

TITLE: CAREER CHOICES: A GUIDE FOR TEENS AND YOUNG ADULTS
TYPE: Manual **LEVEL:** M-H **DOMAIN:** P-S-E-C
VENDOR: Able Publishing
ADDRESS: 3463 State Street, Suite 219A, Santa Barbara CA 93105

The Career Choices manual presents stories, questions, exercises and activities that may be used independently by students or adapted for use in groups or classrooms. The manual covers the career planning process in a creative and thorough manner.

TITLE: INTO ADOLESCENCE: MAKING AND KEEPING FRIENDS
TYPE: Manual **LEVEL:** M **DOMAIN:** P-S
VENDOR: Paperbacks for Educators
ADDRESS: 426 West Front St., Washington, MI 63090

MAKING AND KEEPING FRIENDS is a curriculum unit for grades 5-8. The unit consists of 6 sessions, complete with background information, activities, handouts and follow-up ideas.

TITLE: GIVING KIDS A PIECE OF THE ACTION
TYPE: Manual **LEVEL:** E-M **DOMAIN:** P-S-E
VENDOR: MarCo Products, Inc.
ADDRESS: P.O. Box 1052, Doylestown, PA 18901

This manual on classroom management, conflict solving, decision making, and self-discipline provides basic information and follow-up activities.

TITLE: FELICIA FLOWER PROGRAM
TYPE: Manual **LEVEL:** E **DOMAIN:** P-S
VENDOR: MarCo Products, Inc.
ADDRESS: P.O. Box 1052, Doylestown, PA 18901

The Felicia Flower Program includes 3 separate activity programs on 1) refusing alcohol and drugs, 2) death and dying and 3) feelings. Each program includes a story and activities, presented through the use of a puppet.

TITLE: SWEET POTATO SERIES
TYPE: Manual **LEVEL:** E **DOMAIN:** P-S
VENDOR: MarCo Products, Inc.
ADDRESS: P.O. Box 1052, Doylestown, PA. 18901

A creative program containing six books and five finger puppets to help children K-3 learn decision making. Sweet Potato and his garden friends find ways to solve problems of shyness, stealing, lying, name-calling, fighting and making friends. Each book contains discussion questions, reproducible activity sheets, and follow-up suggestions.

TITLE: TALES AND TAILS SERIES
TYPE: Manual **LEVEL:** E **DOMAIN:** P-S
VENDOR: MarCo Products, Inc.
ADDRESS: P.O. Box 1052, Doylestown, PA 18901

Different animals help students deal with relevant problems in the Tales and Tails Series. The program contains reproducible stories, discussion questions and worksheets.

TITLE: DIVORCE HAPPENS TO THE NICEST KIDS
TYPE: Activity Book **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: Kaya Books, Algera House Publishers
ADDRESS: P.O. Box 1443, Warren, OH 44482

This is a fun workbook that will help children understand divorce and themselves. It includes drawing, coloring, and writing activities. As students complete the activities, they will discover many things about themselves and divorce.

TITLE: FROM PEER PRESSURE TO PEER SUPPORT: A CURRICULUM FOR GRADES 7 - 12.
TYPE: Manual **LEVEL:** M-H **DOMAIN:** P-S-E
VENDOR: Johnson Institute
ADDRESS: 7151 Metro Blvd., Minneapolis, MN 55435-3425

This manual provides information and activities to encourage students to address issues related to substance abuse through a group process format. Issues covered include: communication, trust building, assertive behavior, problem solving, cooperation and decision making.

TITLE: K.I.D.S: KIDS IN DIVORCE SITUATIONS
TYPE: Manual **LEVEL:** E **DOMAIN:** P-S
VENDOR: April M. Sameck, Ph.D
ADDRESS: 2631 NW 41st St. Foxbridge III, Suite E-6, Gainesville, FL 32606

K.I.D.S. is a structured, brief counseling intervention for children (grades K-5). The intervention (7 session group format) is designed to help children reduce faulty beliefs often associated with divorce, accept a new family situation, and learn coping skills.

TITLE: PEACE MAKING SKILLS FOR LITTLE KIDS
TYPE: Book **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: The Grace Contrino Abrams Peace Educ. Found, Inc.
ADDRESS: 3550 Biscayne Blvd., Suite 400, Miami, FL 33137

A holistic approach that values compassion, cooperation and reverence for children themselves, those around them and their environment. This curriculum teaches "I care language", awareness of feelings, and conflict solving skills. It is a helpful resource for a unit on feelings, friendship or conflict resolution.

TITLE: REAL TALK (EXERCISES IN FRIENDSHIP)

TYPE: Book

LEVEL: E-M-H

DOMAIN: P-S-E

VENDOR: Humanities

ADDRESS: Box 7447, Atlanta, Georgia 30309

Real Talk is a series of exercises in friendship and helping skills. The manual gives the leader a basic understanding of how to teach basic skills along with training skills that can assist students all levels.

TITLE: TAMING YOUR DRAGONS

TYPE: Activity Book

LEVEL: E-M-H

DOMAIN: P-S-E

VENDOR: Zephyr Press

ADDRESS: 3316 No. Chapel Ave., Tucson, AZ 85716-1416

Taming Your Dragons is a collection of student relaxation activities. These activities can be used with classes, families or individuals.

TITLE: THE CENTERING BOOK: AWARENESS ACTIVITIES FOR CHILDREN AND ADULTS

TYPE: Activity Book

LEVEL: E-M-H

DOMAIN: P-S-E

VENDOR: Paperbacks for Educators

ADDRESS: 426 West Front St., Washington, MD 63090

The Centering Book shows how to develop the creative, intuitive part of children's minds through basic centering techniques, breathing exercises, body relaxation, dream work, guided imagery, movement, dance and story telling.

TITLE: CREATIVE CONFLICT SOLVING FOR KIDS

TYPE: Manual

LEVEL: E-M

DOMAIN: P-S-E

VENDOR: The Grace Contrino Abrams Peace Educ. Found, Inc

ADDRESS: 3550 Biscayne Blvd., Suite 400, Miami, FL 33137

This is an interdisciplinary resource book with 40 reproducible student work sheets that help students learn the skills of creative communication, fair fighting, critical thinking and cooperation. The exercises challenge students to deal creatively and constructively with conflict. This is a great resource for a unit on conflict resolution.

TITLE: GROUP WORK WITH CHILDREN OF DIVORCE

TYPE: Manual

LEVEL: E-M

DOMAIN: P-S

VENDOR: Molly A. Minnick Inc.

ADDRESS: 1737 Coolidge Rd., East Lansing, MI 48823

This is an eight week lesson plan guide to facilitate a divorce support group. This manual walks you through all the necessary steps for starting and ending a group.

TITLE: AN ELEPHANT IN THE LIVING ROOM

TYPE: Activity Book

LEVEL: E-M

DOMAIN: P-S-E

VENDOR: Compcare Publisher

ADDRESS: 2415 Annapolis Lane, Minneapolis, MN 55441

This leader guide and workbook are for use with children ages seven through early adolescence. The book is aimed at helping children of alcoholics cope with their parent's drinking, get help for themselves, recognize and express their feelings appropriately, and improve their family relationships. The leader's guide is primarily for adults working with children in groups.

KITS AND PACKAGED PROGRAMS

TITLE: CHILDREN ARE PEOPLE, INC.
TYPE: Kit **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: Children are People, Inc.
ADDRESS: 1599 Selby Ave., St. Paul, MN 55104

A chemical-dependency prevention program for children ages 5-12. The program includes a K-6 school curriculum and training program to assist in the implementation of support groups for children.

TITLE: HUMAN RACE CLUB: LIVING SKILLS CURRICULUM
TYPE: Kit **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: Community Intervention, Inc.
ADDRESS: 529 So. Seventh St., Suite 570, Minneapolis, MN 55415

The Living Skills curriculum is a series of originally animated video programs to teach children positive living skills. There are 6 separate programs. Each program includes a video cassette and activity guide.

TITLE: STARS - STUDENTS TAKING A RIGHT STAND
TYPE: Program **LEVEL:** E-M-H **DOMAIN:** P-S-E
VENDOR: STARS
ADDRESS: 6101 Preservation Dr., Chattanooga, TN 37416

STARS is a non-profit student assistance program dedicated to providing schools with training and program materials. This comprehensive kit includes program development materials, curriculum materials, support group formats, and school policies.

TITLE: POSITIVE ACTION
TYPE: Kit **LEVEL:** E-M **DOMAIN:** P-S-E-C
VENDOR: Positive Action Publishing Co.
ADDRESS: P.O. Box 2347, Twin Falls, ID 83303-2347

Positive Action is an elementary and middle school self-concept curriculum that teaches students how to feel good about themselves, take responsibility for their own behavior, and get along with others. It is also a school climate program that creates a positive atmosphere when taught school-wide. Positive Action builds a positive school climate by giving students, teacher, and staff a common vocabulary and understanding to work in harmony. Positive Action can be taught by a counselor or classroom teacher to small or large groups.

TITLE: PUMSY IN PURSUIT OF EXCELLENCE
TYPE: Kit **LEVEL:** E **DOMAIN:** P-S
VENDOR: Timberline Press
ADDRESS: P.O. Box 77001, Eugene OR 97401

This is a cognitive approach to teaching positive thinking and self-esteem skills to children at the elementary school level. Skills are introduced in a non-threatening way through a lovable dragon named Pumsy. These are eight separate but related skill-based units. (30 minutes per session)

TITLE: THINK, CHANGING, REARRANGING
TYPE: Kit **LEVEL:** M-H **DOMAIN:** P-S
VENDOR: Timberline Press
ADDRESS: P.O. Box 70071, Eugene Or 97401

This is a well written curriculum using Rational Emotive Therapy. It is aimed at improving self-esteem in students ages 9-17. The program contains both a teacher's manual and individual student manuals and comes with quality reproducible worksheets. This is the "older brother" of the "Pumsy" program for elementary students. The 10-week program is adaptable to a variety of settings. Each unit covers a different topic. The program is skill-based, structured and sequential.

TITLE: TOWARDS AFFECTIVE DEVELOPMENT (TAID)

TYPE: Kit **LEVEL:** E **DOMAIN:** P-S-E

VENDOR: American Guidance Service (AGS)

ADDRESS: P.O. Box 99, Circle Pines, MN 55014-1796

This program encourages clarification of values and how they affect involvement with self and others. Units focus on experiences that involve family, friends, choosing, communication, rights and conflicts. Excellent activities are provided for the teacher or counselor to work individually or together.

TITLE: DUSO-R, I-II (DEVELOPING AN UNDERSTANDING OF SELF AND OTHERS)

TYPE: Kit **LEVEL:** E **DOMAIN:** P-S

VENDOR: American Guidance Service (AGS)

ADDRESS: P.O. Box 99, Circle Pines, MN 55014-1796

Duso may be used by the classroom teacher or the school counselor. Both levels of Duso are structured so lessons can be used daily over the entire year or to fit specific needs. The kits include the teacher's guide, story books with illustrations, audiocassettes (songs, stories), activity cards (career and role playing) puppets, blackline masters, plus a chart of curriculum related activities.

TITLE: THE GIFT OF SELF ESTEEM

TYPE: Kit **LEVEL:** H **DOMAIN:** P

VENDOR: Phoenix Educational Foundation

ADDRESS: 462 Stevens Ave., Solana Beach, CA 92075-206

A set of six videos and daily work sheets on such topics as self-esteem, goal setting and communication. Useful for fairly high functioning high school students. (Preview before purchase.)

TITLE: FEELINGS LIKE YOURS

TYPE: Kit **LEVEL:** E **DOMAIN:** P-S-E

VENDOR: Zaner-Bloser Publishers

ADDRESS: P.O. Box 16764, Columbus, OH 43216-6764

Feelings Like yours is a K-6 program designed to be used by classroom teachers and for guidance professionals. The program is divided into units titled: Understanding Yourself; Understanding Your Family; Understanding Your Friends; Understanding Your Community; and Understanding Substance Abuse. The lessons can be used daily or weekly throughout the school year.

TITLE: GETTING ALONG

TYPE: Kit **LEVEL:** E **DOMAIN:** P-S

VENDOR: American Guidance Service

ADDRESS: 4201 Woodland Road, Circle Pines, MN 55014-1796

The Getting Along is a classroom program for grades K-4. The program teaches positive social skills, which encourage students to become self-directed and self-disciplined. The program includes 100 activities, illustrated posters and songs.

PEER TRAINING PROGRAMS

TITLE: PEERS HELPING PEERS: PROGRAM FOR THE PREADOLESCENT

TYPE: Manual **LEVEL:** E-M **DOMAIN:** P-S-E

VENDOR: Accelerated Development, Inc.

ADDRESS: 3400 Kilgore Ave., Muncie, IN 47304-4896

The Peer Helping Peers is a training program in human relationship skills for pre-adolescents, ages 9-12. The manual and student workbooks present 9 learning modules with 74 activities, which include step-by-step training procedures.

TITLE: PEER POWER: BECOMING AN EFFECTIVE PEER HELPER
TYPE: Manual **LEVEL:** M-II **DOMAIN:** P-S-E
VENDOR: Accelerated Development, Inc.
ADDRESS: 3400 Kilgore Ave., Muncie, IN 47304-4896

Peer Power presents 8 basic helping skills through a workbook format. The workbook provides rationale, written exercises, pretests, rating sheets and processing questions. Skills taught include: attending; empathy; summarizing; questioning; genuineness; assertiveness; confrontation; and problem solving.

TITLE: PEERVENTION: TRAINING PEER FACILITATOR FOR PREVENTION EDUCATION
TYPE: Program **LEVEL:** H **DOMAIN:** P-S-E
VENDOR: Educational Media Corporation
ADDRESS: Box 21311, Minneapolis, MN. 55421-0311

The Peervention Program includes a training manual and student handbooks for conducting a comprehensive peer training program, grades 9-12. The first phase of the training program covers the helping relationship through the use of a variety of experiential training activities. The second phase covers the prevention of: academic failure, eating disorders, substance abuse, sexual/physical abuse, suicide/depression and family distress.

TITLE: YOUTH HELPING YOUTH: A HANDBOOK FOR TRAINING PEER FACILITATOR
TYPE: Program **LEVEL:** H **DOMAIN:** P-S-E
VENDOR: Educational Media Corporation
ADDRESS: Box 21311, Minneapolis, MN 55421-0311

This program is complete with a leader's manual and student handbooks for leading a Peer Facilitator Program. The leaders manual "Youth Helping Youth" presents the theory, concepts, activities and practical suggestions for implementing or augmenting your existing Peer Program. The student handbook "Caring and Sharing" contains 9 chapters of structured training and activities.

TITLE: FRIENDS HELPING FRIENDS, A MANUAL FOR PEER COUNSELORS
TYPE: Program **LEVEL:** H **DOMAIN:** P-S-E
VENDOR: Educational Media Corporation
ADDRESS: Box 21311, Minneapolis, MN 55421-0311

This is a comprehensive manual of field-tested training materials and activities for a high school peer counseling program. The student training materials cover: Helper Development; Skill Development; and Topic Development. In addition to the student manual, there is a leaders manual "Leading A Friends Helping Friends Peer Program".

TITLE: HELPING SKILLS FOR MIDDLE SCHOOL STUDENTS
TYPE: Program **LEVEL:** M **DOMAIN:** P-S-E
VENDOR: Educational Media Corporation
ADDRESS: Box 21311, Minneapolis, MN 55421-0311

Helping Skills presents a Peer Training Program for middle school students. The program includes "Helping Skills" - the program overview; "Teaching Helping Skills to Middle School Students" - the leaders manual; and "Peer Listening in the Middle School" - training activities for students.

TITLE: BECOMING A FRIENDLY HELPER: A HANDBOOK FOR STUDENT FACILITATORS
TYPE: Program **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: Educational Media Corporation
ADDRESS: Box 21311, Minneapolis, MN 55421-0311

Becoming a Friendly Helper is a peer training program for elementary school students. The program includes a leaders manual and student handbooks with stories, activities and special assignments.

TITLE: NATURAL HELPERS
TYPE: Program **LEVEL:** M-II **DOMAIN:** P-S-E
VENDOR: Educational Media Corporation
ADDRESS: Box 21311, Minneapolis, MN 55421-0311

Natural Helpers is a peer-helping program for middle school and high school age students. The program includes a 3 day training retreat, semester long series of classes, and a system for implementing and maintaining the program.

GAMES

TITLE: IN A PICKEL
TYPE: Game **LEVEL:** E-M-H **DOMAIN:** P-S
VENDOR: American Guidance Service (AGS)
ADDRESS: Box 99, Circle Pines, MN 55014

The In A Pickel Game presents strategies for problem solving. This is a fun but educational program to be used with children aged for 2 groups, K-3 and 4-6. The game can be used in classroom, small groups and individual settings. There are 240 "pickle" problem solving cards housed in a pickle jar with 5 topical groups: relationships, decision making, study skills, health and safety, and pot pourri.

TITLE: UNGAME
TYPE: Game **LEVEL:** E-M-H **DOMAIN:** P-S-E-C
VENDOR: Social Studies School Service
ADDRESS: P.O. Box 802, Culver City, CA 90232-0802

The Ungame is a board game which has no winners or losers, but instead allows people to share their thoughts and feelings. Players move tokens on the board by the throw of a dice. Depending on where they land, they must draw a card and respond to it, ask a question of another player, make a statement, or follow other directions. All action focuses on what the players think, feel, and do. Two decks of cards are available for playing with elementary level children or with teenagers and adults. Time is flexible, 2-30 players.

TITLE: FAMILY HAPPENINGS
TYPE: Game **LEVEL:** E-M-H **DOMAIN:** P-S-E
VENDOR: Kids in Progress, Inc.
ADDRESS: 2749 3rd Street, Eau Claire, WI 54703

Children love this non-threatening but sometimes challenging game and request to play it frequently. This is a therapeutic board game to be supervised by trained professionals. It deals with the thoughts, feelings and behaviors associated with family dynamics. It is educational and therapeutic in that it helps the child to better understand family changes and become more acceptant of themselves and others. The specialized categories deal with separation and divorce, alcoholism, remarriage and blended families, death, child abuse and neglect, adoption or birth, family relocation and some school problems.

TITLE: FEELINGS BINGO GAME
TYPE: Game **LEVEL:** E-M **DOMAIN:** P-S
VENDOR: MarCo Products, Inc.
ADDRESS: P.O. Box 1052, Doylestown, PA 18901

Feelings Bingo helps students understand their own and other's feelings. Included in the kit are 30 "Feelings Bingo" cards, 24 different "Feelings Bingo" calling cards, directions and suggestions for classroom use.

TITLE: ANGER CONTROL GAME
TYPE: Game **LEVEL:** E-M **DOMAIN:** P-S-E
VENDOR: Cognitive Counseling Resources
ADDRESS: 3430 S. Dixie Dr., Suite 201, Dayton, OH 45439

The Anger Game is one of a series of games which include: No to Drugs, Changing Family, Stress Management, Social Skills, Self-Concept, Assertion, Depression, Anxiety Management, Classroom Survival and Self-Control. The games can be adapted to individual or group work.

TITLE: COMMUNICATE FEELINGS CARD GAME
TITLE: Game **LEVEL:** E-M **DOMAIN:** P-S
VENDOR: Communicate Feelings, Inc.
ADDRESS: P.O. Box 279, Kalispell, MT 59903

The Communication Skill Building Cards consist of 30 cards depicting different feelings, using cartoon faces. The game can be adapted in various ways to be used with groups, classrooms or individuals.

FILMSTRIPS AND VIDEOS

TITLE: DINOSAURS DIVORCE
TYPE: Filmstrip **LEVEL:** E-M **DOMAIN:** P-S
VENDOR: Learning Tree Publishing Inc.
ADDRESS: Box 4116, Englewood, CO 80155

Divorce can be confusing for parents and for children and can cause anxieties for everyone. But this assures us that children in divorce situations need not feel alone and suggest that they often have many more options and choices than they may realize. Dinosaurs Divorce discusses positive ways to handle the many new situations and difficulties divorce brings about. Topics cover: divorce words, and what they mean, why parents divorce, what about you, living with one parent, having two homes, celebrating holidays and special occasions, telling your friends, living with step-parents, having step-sisters and step-brothers, and others. (11:10 min.) A book is also available.

TITLE: BREAKING SILENCE
TYPE: Video **LEVEL:** H **DOMAIN:** P
VENDOR: Montana State Audiovisual Library
ADDRESS: State Capitol, Helena, MT 59602 Ph. 442-3107

A documentary on incest and the sexual abuse of children. The silence cripples lives. This video celebrates women and men who are moving courageously out of that childhood silence. (58 minutes.)

TITLE: TARGETS
TYPE: Video **LEVEL:** M-H **DOMAIN:** P
VENDOR: Montana State Audiovisual Library
ADDRESS: State Capitol, Helena, MT 59602 Ph. 442-3107

A pioneering program created to reach young people before they become caught in the cycle of victimization. Provides teenagers with a new framework for examining their own lives and teaches them how to assert themselves. (19 minutes.)

TITLE: A KID'S GUIDE TO SELF PROTECTION
TYPE: Filmstrip **LEVEL:** E-M **DOMAIN:** P-S
VENDOR: Learning Tree Filmstrips
ADDRESS: Box 4116, Englewood, CO 80155

A series of 6 filmstrips that focus on the positive measures children can take to protect themselves from abuse and abduction. The series includes: My Body Belongs To Me, Good Adults-Bad Adults, Good Touches-Bad Touches, What Can I Do, Who Can Help Me, and Let's Talk About It.

TITLE: HEALTHWISE: SMOKING, DRINKING AND DRUGS #20239
TYPE: Video **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: Montana State Audiovisual Library
ADDRESS: State Capitol, Helena, MT 59602 Ph. 442-3107

From the "Healthwise Series", entertaining puppets illustrate the adverse effects of drugs, alcohol and tobacco for very young children. (15 Minutes.)

TITLE: MC GRUFF'S DRUG ABUSE PREVENTION KIT
TYPE: Video **LEVEL:** E-M **DOMAIN:** P-S-E
VENDOR: National Crime Prevention Council
ADDRESS: 1700 K1. Street, NW Second Floor, Wash. DC 20006

The McGruff kit helps prevent children from becoming victims of crime and to help build safer and better schools and communities. McGruff is a crime dog who teaches children 5-12 the negative consequences of drugs, how to refuse drugs and resist peer pressure, and how to develop and enjoy drug-free lifestyles. Many other resources are available. Materials cover grades K-6 and come as kits, tapes, posters, coloring books, and videos that support keeping kids safe.

TITLE: HEALTHWISE: DEALING WITH FEELINGS #20240
TYPE: Video **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: Montana State Audiovisual Library
ADDRESS: State Capitol, Helena, MT 59602, Ph. 442-3107

The puppet Spinner is given concrete examples of how to deal more effectively with his feelings when, upset by the thought of an oral report, he gets in a fight with his best friend. (15 minutes.)

TITLE: LOTS OF KIDS LIKE US #20254
TYPE: Video **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: Montana State Audiovisual Library
ADDRESS: State Capitol, Helena, MT 59602 Ph. 442-3107

A brother and sister with an alcoholic father learn to deal with their feelings of guilt, unhappiness and anger while they are reassured and given concrete advice on how to handle difficulties such as a parent drinking and driving. A great resource for support groups. The video conveys considerable information about alcoholism within the context of the story. (28 minutes.)

TITLE: HOW DO YOU TELL? #20250
TYPE: Video **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: Montana State Audiovisual Library
ADDRESS: State Capitol, Helena, MT 59602, Ph. 442-3107

Live action and animation encourage youngsters to say "no" when friends want to experiment with drugs and alcohol. Some hard facts on drugs are presented along with the motivation to not use them. (13 minutes.)

TITLE: WILLY LEARNS THE TOUCHING RULE
TYPE: Video **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: The Committee for Children
ADDRESS: 172 20th Ave., Seattle, WA 98122

Five year old Willy tells how he learns the touching safety rule from his preschool teacher, his mom, and from his visit to the doctor. He then puts this new knowledge to the test with a babysitter. The video is tailored to the attention span and interests of the pre-schooler and kindergartner. (10 minutes.)

TITLE: BETTER SAFE THAN SORRY (SECOND ED)
TYPE: Video **LEVEL:** E **DOMAIN:** P-S-E
VENDOR: Film Fair Communications
ADDRESS: 10900 Ventura Blvd, Studio City, CA 91604

The video deals with the prevention of sexual molestation by people known to the child. Dramatizations lead to problem solving and reinforce the four principal themes: Say No, Get Away, Tell Someone, and Be Believed. (16 minutes.)

TITLE: COME IN FROM THE STORM
TYPE: Film **LEVEL:** E-M-H **DOMAIN:** P-S-E
VENDOR: Team Entertainment
ADDRESS: 7777 Alvarado Rd., Suite 113, La Mesa, CA 92041

Come In From The Storm is three separate video tapes which take one and one half hours for all films and discussion. Part 1-China Doll is a 10 minute tape on emotional abuse and is designed to help children get in touch with their feelings by exploring emotions and helping them understand the difference between feelings and actions. It sets the stage for meaningful discussions of child abuse.

Part 2-The Diary is an 18 minute tape on Brian, a victim of physical and emotional abuse. Brian is visited by his future son who travels back in time to try to break the cycle of child abuse. The film explores the different kinds of feelings that abused children experience.

Part 3-The Necklace is an 18 minute tape on sexual abuse, which contrasts a healthy adult/child relationship with an inappropriate relationship. Most children will relate to the negative one, but perhaps for the first time will compare abuse with reality and see the need to get help.

TITLE: THE COMPLETE LIBRARY
TYPE: Video/Book **LEVEL:** E-M-H **DOMAIN:** P
ADDRESS: Self-Esteem Inc., 17156 Palisades Circle, Pacific Palisades, CA 90272

This curriculum is excellent for students and educators and includes videos, tapes, and a curriculum guide for teaching and increasing self-esteem in all grade levels. The curriculum was developed by Jack Canfield.

TITLE: WHERE THERE'S A WILL, THERE'S AN A
TYPE: Video **LEVEL:** H **DOMAIN:** E
VENDOR: Claude Olney Inc.
ADDRESS: Arizona State University, Tempe, AZ.

The video is a useful resource for underachieving students.

TITLE: TURNING OFF DRUGS AND PEER PRESSURE
TYPE: Video **LEVEL:** H **DOMAIN:** P
VENDOR: Pleasantville Media
ADDRESS: Pleasantville, NY 10570

The video emphasizes the power of peer pressure and is a useful resource for drug education for high school students.

TITLE: WHY STAY IN SCHOOL
TYPE: Video **LEVEL:** H **DOMAIN:** E
VENDOR: Filmatics Career Video, Inc.
ADDRESS: 207 Evergreen Drive, Vancouver, WA 98661

Why Stay In School is excellent for all students, particularly for at-risk students who question the purpose and value of a high school education.

TITLE: JOBS FOR THE 90'S
TYPE: Video **LEVEL:** H **DOMAIN:** C
VENDOR: Pleasantville Media
ADDRESS: Pleasantville, NY 10570

This is a great video on career education for high school students. The video uses Hollands personality types, training, and job descriptions.

TITLE: HOMEWORK COACH
TYPE: Video **LEVEL:** H **DOMAIN:** E
VENDOR: American Guidance Series
ADDRESS: Box 99, Circle Pines, MN 55014

The Homework Coach is useful for at-risk students and underachieving students. It assists students in organizing, planning, and setting goals to improve academic achievement and progress.

TITLE: YES YOU CAN SAY NO
TYPE: Video **LEVEL:** E **DOMAIN:** P-S
VENDOR: Committee for Children
ADDRESS: 172 20th Ave., Seattle, WA 98122-5862

Yes You Can Say No is an award winning child abuse prevention video that can be effectively used in a classroom setting, as part of a Personal Protection Unit.

TITLE: GETTING INTO COLLEGE
TYPE: Video **LEVEL:** H **DOMAIN:** E-C
VENDOR: National Association of College Admission Counselors
ADDRESS: 2640 Fountain Dr., Suite 100, Houston, TX 77057

Getting Into College offers vital information about the college admission process. Topics include: planning a college entrance strategy; how to decide where to apply; how to evaluate your choices; handling the college interview; grades, tests, financial costs; and how to sell yourself in the application.

TITLE: THE GOOD LIFE
TYPE: Video **LEVEL:** M-H **DOMAIN:** E-C
VENDOR: American Association of State Colleges and Universities
ADDRESS: One Dupont Circle, Suite 700, Washington, DC 20036

The Good Life presents a brief overview of what to expect in college and the importance of planning ahead. It would be used most effectively with grades 8 or 9. The video features Garfield the Cat.

PERIODICALS AND JOURNALS

TITLE: ELEMENTARY SCHOOL GUIDANCE AND COUNSELING JOURNAL
TYPE: Journal **LEVEL:** E-M-H **DOMAIN:** P-S-E-C
VENDOR: ACA Subscription Department
ADDRESS: 5999 Stevenson Ave., Alexandria, VA 22304

This journal will help you keep pace with issues that affect your career, such as working with parents, teachers, and community agencies. It provides practical information on ideas for individual and small group counseling, as well as, classroom guidance activities, and includes well-written articles which will help you evaluate your guidance program. (Quarterly.)

TITLE: JOURNAL FOR SPECIALISTS IN GROUP WORK
TYPE: Journal **LEVEL:** E-M-H **DOMAIN:** P-S-E-C
VENDOR: ACA Subscription Department
ADDRESS: 5999 Stevenson Ave., Alexandria, VA 22304

Group processes that have been demonstrated to be effective are reported on regularly in this journal. Whether you are looking for new ideas, empirical research, theoretical discussions, historical profiles or current literature reviews, this journal is an invaluable resource. (Quarterly)

TITLE: THE SCHOOL COUNSELOR
TYPE: Journal **LEVEL:** E-M-H **DOMAIN:** P-S-E-C
VENDOR: ACA Subscription Department
ADDRESS: 5999 Stevenson Ave., Alexandria, VA 22304

This journal will keep you on top of your field with new ideas on how to deal with current issues such as teen suicide, alcohol and drug abuse, and legal rights of teens. In addition to regular articles on both theoretical issues and applied practice, a new section covers various aspects of the use of micro-computers in counseling. (5-Yearly).

TITLE: GUIDEPOST**TYPE: Newspaper LEVEL: E-M-H****DOMAIN: P-S-E-C****VENDOR: ACA Subscription Department****ADDRESS: 5999 Stevenson Ave., Alexandria, VA 22304**

The official newspaper of the association is received 18 times a year. It offers feature stories on a variety of topics in the counseling and human development field, as well as national and international counseling news. Regular features include: legislative updates, book reviews, listing of professional opportunities, and an extensive list of job openings for counselor's worldwide. ACA members receive Guidepost free.

TITLE: STUDENT ASSISTANCE JOURNAL**TYPE: Journal****LEVEL: E-M-H****DOMAIN: P-S****VENDOR: Student Assistance Journal****ADDRESS: 1863 Technology Dr., Troy, MI 48083-4244**

The Student Assistance Journal is devoted to disseminating news and information about the rapidly growing student assistance field. Each issue includes information on designing, implementing and strengthening student assistance programs.

TITLE: SCHOOL INTERVENTION REPORT**TYPE: Journal****LEVEL: E-M-H****DOMAIN: P-S-E****VENDOR: Learning Publications, Inc.****ADDRESS: P.O. Box 1338, Homes Beach, FL 34218-1338**

The School Intervention Report provides information and resources on current topics including: Aids, Suicide intervention, Gangs, Dropout, Homeless, Sexual Abuse and Peer Assistance Programs. Five issues are published annually.

TITLE: PIC NEWSLETTER**TYPE: Newsletter LEVEL: E-H****DOMAIN: P-S-E-C****VENDOR: MarCo Products, Inc****ADDRESS: P.O. Box 1052, Doylestown, PA 18901 (215) 345-6922**

The PIC Newsletter - Practical Ideas for Counselors - is written by school counselors and is full of ideas for classroom guidance activities, individual counseling and workshops for parents and teachers.

COMPUTERIZED CAREER SYSTEMS

TITLE: MONTANA CAREER INFORMATION SYSTEM**TYPE: Computer LEVEL: M-H****DOMAIN: E-C****VENDOR: Commissioner of Higher Education****ADDRESS: 1412 1/2 Eighth Ave., Helena, MT 59601****TITLE: GIS - GUIDANCE INFORMATION SYSTEM****TYPE: Computer LEVEL: M-H****DOMAIN: E-C****VENDOR: Riverside Publishing Co.****ADDRESS: 8420 Bryn Mawr Ave., Chicago, IL 60631****TITLE: DISCOVER****TYPE: Computer LEVEL: H****DOMAIN: E-C****VENDOR: The American College Testing Program****ADDRESS: P.O. Box 168, Iowa City, IA 52244-9946**

TITLE: COIN EDUCATIONAL PRODUCTS
TYPE: Computer **LEVEL:** M-II **DOMAIN:** E-C
VENDOR: COIN Educational Products
ADDRESS: 3361 Executive Parkway, Toledo, OH 43606

TITLE: SIGI PLUS
TYPE: Computer **LEVEL:** II **DOMAIN:** E-C
VENDOR: Educational Testing Service
ADDRESS: Rosedale and Carter Roads, 02-Z, Princeton, NJ 08541

TITLE: CHOICES
TYPE: Computer **LEVEL:** M-H **DOMAIN:** E-C
VENDOR: CareerWare
ADDRESS: 810 Proctor Ave., Industrial Park, Bldg #3, Glensburg, NY 13669

TITLE: C-LECT
TYPE: Computer **LEVEL:** M-H **DOMAIN:** E-C
VENDOR: Chronicle Guidance Publications, Inc.
ADDRESS: P.O. Box 1190, Moravia, NY 13118

GUIDANCE CURRICULUMS

The following curriculum resources were developed and compiled by public schools and/or State Departments of Education. The curriculums were discovered through the research for this publication and were found to be exemplary models. Most of the curriculums are available for purchase.

PRO-TIME
Advisor/Advisee Program 6-8
Sioux Falls School Dist. 49-5
P.O. Box 5051
Sioux Falls, SD 57117-5051

School Counseling Idea Book
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798

Developmental Guidance Plans K-12
Orange Co. Public Schools
945 West Amelia Street
Orlando, FL 32802-0271

IMPACT Curriculum
Orange Co. Public Schools
445 West Amelia Street
Orlando, FL 32802-0271

Alaska School Counselor's Handbook
Alaska Deptment of Education
P.O. Box F
Juneau, AK 99811

Guidance Curriculum K-5
Rhineland School District
665 Coolidge Ave.
Rhineland, WI 54501

Caring & Sharing: Part I & II
State of South Dakota
Department of Education and Cultural Affairs
700 Governor's Drive
Pierre, SD 57501-2291

REACH Handbook
Roanoke County Public Schools
526 College Ave.
Salem, VA 24153

Developmental Guidance & Counseling Plan K-6
Sioux Falls School District 49-5
201 East 38th Street
Sioux Falls, SD. 57117-5051

Guidance & Counseling Curriculum K-12
Appleton Area School District
P.O. Box 2019
Appleton, WI 54913-2019

Guidance Curriculums K-12
Palm Beach County Schools
3970 RCA Boulevard, Suite 7011
Palm Beach, Gardens, FL 33410-4294

Massachusetts Curriculum Guide
Massachusetts School Counselor Assoc.
132 Topsfield Road
Ipswich, MA 01938

RESOURCES AND PROFESSIONAL ORGANIZATIONS

OFFICE OF PUBLIC INSTRUCTION

Judith Birch, Guidance Specialist

Capitol Station

Helena, MT 59602

Ph (406)-444-5663 FAX 406-444-3924

MONTANA SCHOOL COUNSELOR'S ASSOCIATION

Jim Phillips, President (1992-93)

Helena Middle School

1025 No. Rodney

Helena, MT 59604

MONTANA COUNSELING ASSOCIATION

Carwin Dover, President (1992-93)

105 W. Main, Suite B.

Bozeman, MT 59715

AMERICAN SCHOOL COUNSELORS ASSOCIATION

5999 Stevenson Avenue

Alexandria, VA 22304

Ph (703)823-9800

AMERICAN COUNSELING ASSOCIATION

5999 Stevenson Avenue

Alexandria, VA 22304

Ph (703)-823-9800

NALSAP

National Association of Leadership for Student Assistance Programs

P.O. Box 28000

Washington, DC 20038

NATIONAL PEER HELPERS ASSOCIATION

P.O. Box 88539

Chicago, IL 60680-1539

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C447-13J	LIGHT BLUE	44780
C447-13Y	YELLOW	44710
